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Bates College

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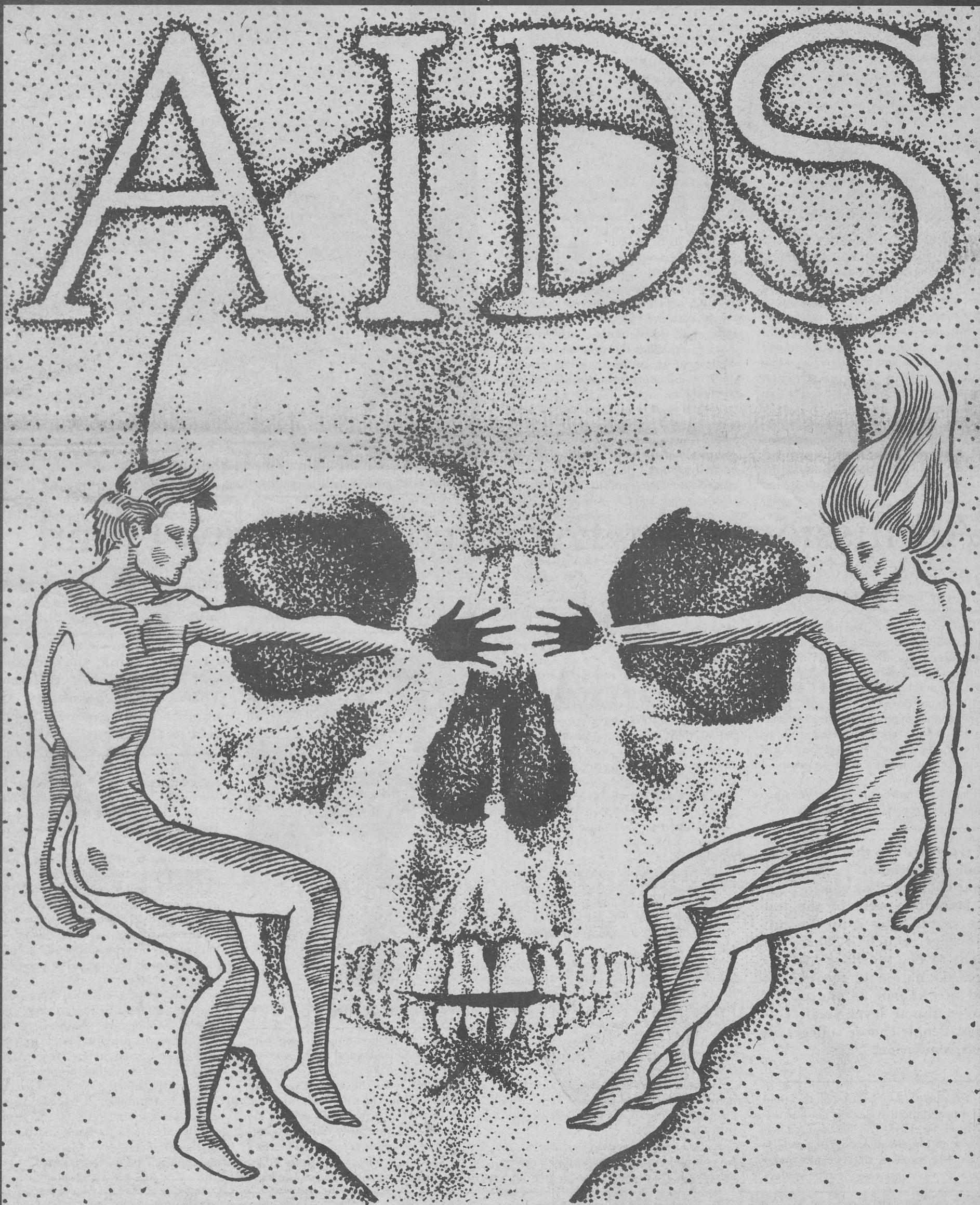


# The Bates Student

Established in 1873

February 10, 1989

Volume 118, Number 13





# WRBC's Meltdown Draws Attention to Station's Aging Equipment

by Tim Mahoney

Smoke filled the studio when a cable in WRBC's only transmitter melted, forcing the station to go off air. The meltdown, which occurred last Friday at around 9 p.m. was caused by age and "heat fatigue," according to Dan Browdy, WRBC's technical and special programs director.

"The DJ, Art Jacobs, noticed the meters were going crazy," said Browdy, "so they called Brendan Krause, WRBC's music director, who told them to shut the system down."

WRBC was off the air all weekend, and on Monday the directors managed to get in touch with their engineer, Arm-and Girourd of local station WLAM. Girourd repaired the wire, and the station went on the air briefly to test the transmitter on Tuesday night. All went according to schedule, and WRBC went back on the air at noon on Wednesday.

Although the problem was fairly easy to solve this time, it does raise the issue of aging equipment at the College's radio station. "The equipment is getting old," according to Browdy, "and our engineer tells us that we could expect problems like this to happen again."

The station's transmitter is only four year old. "The other equipment is older—especially the 'cart' machine," Browdy noted. The 'cart' or cartridge machine is used to play public service announcements and uses tape loops that rewind themselves. "We just got a new one this year but we still have two that are failing fast."

"The console is also quite old, probably ten years old. It's very outdated and the same thing could happen," Browdy said. The console connects all the equipment for broadcasting and

serves as a mixer for the various inputs. A new one to replace it Browdy estimated would cost around \$6,000.

That expense would eat up WRBC's annual budget if it could buy one. However, the annual budget is not supposed to go towards capital improvements, Browdy said.

WRBC's budget goes towards buying new records, maintaining a licensed engineer to comply with the FCC regulations, purchasing promotional goods,

**"The equipment is getting old and our engineer tells us that we could expect problems like this to happen again."**

and putting on Trivia Night, according to Browdy. This year the trivia marathon cost over \$1,000 as phones no longer can be rented by the night but only by the month.

Because the station pays for a licensed engineer to be on call it was not necessary to hire a repairman to fix the transmitter's melted wire.

The broadcasting equipment at WRBC, which is close to ten years old, would cost over \$10,000 to replace it, more than the station's yearly budget. Browdy said that the problem of aging equipment is getting a great deal of thought and effort from WRBC's Board of Directors.

"We'll need to ask for a large sum of money but I think it's worth it," he said. "Approximately one-tenth of the campus is involved in WRBC. It's not a small group of people and we broadcast to the whole community."



Scott Dalton '89, general manager of WRBC, with ailing transmitter. Amy Ma photo.

## Admissions Not Expected to Follow Trend

by Linda M. Johnson

The Wall Street Journal says that many colleges are seeing a drop in their applications, due to the smaller number of high school graduates this year. The Ivy League schools are seeing 5 percent to 10 percent drops in applicants, while other schools, such as George Washington University, are experiencing an 18 percent drop from last year. But Bates is apparently unaffected by the national trend.

The exact figures are not in yet since Bates is still receiving applications from

**"Five years ago the SATs were made optional. Simultaneously, Bates has gotten a lot of favorable press in the last five years. Bates is on the cutting edge, which is where we ought to be. We have had increased national recognition and are known as one of the best national level small colleges. People choose colleges on their reputation."**

the February 1st deadline in the mail and transfer applications are not due until March 1st. However, Dean of Admissions and Financial Aid William Hiss said, "My guess is that we are about where we were last year, maybe slightly

below. Right now it seems close to last year. I don't think the numbers will be drastically different. There is no possibility the number will be down 10 percent to 15 percent."

Last year Bates set a record with 3,730 applications for about 414 spots. "Bates has had an extraordinary five years. Applications have gone up from 2,550 to 3,730. (But with high school enrollments continuing to decrease) the next four to five years are not going to be easy," added Hiss.

When asked why Bates seems to have avoided the big drop in applications, Hiss pointed to four reasons—"faculty strength, facility strength, housing, and recruitment."

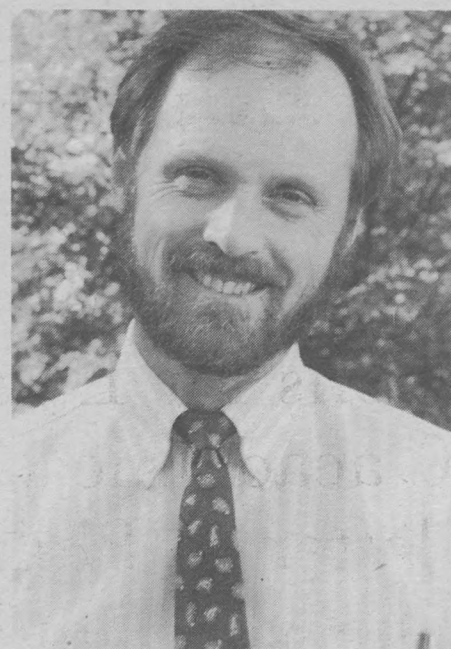
"Bates is a significantly stronger place than it was 10-20 years ago. The size of the faculty has doubled. (There has been) growth of the departments; the addition of a Russian major is an example," said Hiss.

He continued, "Significant buildings have been added. The Olin Arts Center is a classic example. Before Olin, the arts and music were impoverished. (As a result of Olin) there has been a significant change in the inquiry pool," as Bates now receives many more inquiries from students interested in the arts.

Hiss also mentioned Bates' Victorian homes, "Very few colleges have this kind of housing that is not fraternity/sorority housing."

As far as recruitment goes, "Bates has kept an interest in the personal interview, with 2/3 of each class having one.

We have worked harder; we have traveled more and sent out more publica-



Dean William Hiss. File photo.

tions. Bates has spread out its applicant pool geographically and (in terms of) types of people. We now receive enough applications from the West Coast and abroad to fill its class," Hiss said.

"Five years ago the SATs were made optional. Simultaneously, Bates has gotten a lot of favorable press in the last five years. Bates is on the cutting edge, which is where we ought to be. We have

had increased national recognition and are known as one of the best national

**"I don't think the numbers will be drastically different. There is no possibility the number will be down 10 percent to 15 percent."**

level small colleges. People choose colleges on their reputation," added Hiss. In the February 6th issue of Newsweek, Hiss was quoted in an article on the admissions process.

Hiss also cited the fact that "More people are coming back to liberal arts. Ten years ago it was business, computers, and engineering. (That can be) too narrow. I use everything Bates taught me. Bates has a resiliency—simultaneous breadth and depth. Some of the careers we are preparing people for are not yet invented."

"Bates is perceived as being rural. But we are closer to Boston than Dartmouth, Middlebury, Amherst, or the University of Vermont. People look at a map of the United States and see Maine (sticking out) as the last stop before Canada," Hiss added.

The Portland airport has also helped make Bates more accessible. "People can fly directly to Portland and Bates is only 40 minutes away—this has changed the applicant pool," Hiss noted.



# South African Campaign Kicks Off 4th Year

by Staff Reporters

Bates kicked off its South African Scholarship program last night for the fourth straight year with President Thomas Hedley Reynolds' address and presentation of the first check to this year's "Strive for Five" campaign.

Bates' South African Scholarship program each year since 1986 has raised \$5,600 to sponsor two Black students who are attending "open" universities in South Africa.

In last year's annual report of the Open Society Scholars' Fund, the New York-based organization which sees that the students receive the money, Bates was written up with Princeton University as a prime example of the program's success. Bates' program, however, differs from Princeton's in that it is entirely student-run and sponsors two students. Princeton, as well as many other colleges involved in the scholarship program, only sponsors one student.

The secret of Bates' successful program is due to a large degree to President Reynolds' strong support according to Paula Stick '89, coordinator of this year's South African scholarship campaign. "President Reynolds issued a challenge and said 'I think this is a very worth while cause.' He said (to the student body) 'I challenge you to raise \$5,600 to send two students to universities in South Africa,'" Stick recalled in 1986.

Since then the campaign has continued each year to sponsor two student, although not the same two every year. This year Bates will continue supporting the education of the same two students as last year.

Cover Illustration  
by Peter Oratowski.  
Design by  
Colin Browning.

That first year of the campaign the \$2,800 goal per student was met and exceeded by \$1,200. According to Stick, 56 percent of the student body contributed that year while only 9 percent of the faculty did. That year Bates' board of trustees voted to divest from the college's

**"President Reynolds issued a challenge and said 'I think this is a very worth while cause.' He said (to the student body) 'I challenge you to raise \$5,600 to send two students to universities in South Africa'."**

e's portfolio all stock in companies doing business in South Africa.

Since that peak year South Africa is less in the news and contributions have fallen off. While in 1987 and 1988 the \$5,600 goal was met, in 1988 only 31 percent of the students and 8 percent of the faculty contributed.

To help raise the needed money the South African Scholarship program has turned to other sources both internally and externally. "The president and the trustees have been strong supporters," Stick noted.

After Reynolds' address last Thursday night Sarah Potter '77, manager of the college bookstore, spoke about her experience in South Africa. Her talk was followed by the movie *Cry Freedom* on the life and death of black South African activist Steven Biko.

Friday night the scholarship program continues its kickoff by showing the video of Donald Woods' address to Bates last fall. The video will be shown at 7 p.m. at Cheney House.

The two students Bates is again sponsoring this year are Theminkosi Ngcobo and Miriam Davidson. Ngcobo is in his second year at the University of Witwatersrand, in Johannesburg, studying political science. After graduation he plans to become an attorney. Davidson is in her third and final year at the University of Cape Town. She is a computer science major.



President Reynolds presents the first check to the South African Scholarship Campaign. Jay Parkhill photo.

Both of them attend "open" universities which permit students of all races to study. "It means there's the opportunity for integration, but the question is whether it occurs," Stick said. Black students are very small minority in South African universities. Ngcobo is one of 260 black students out of 18,000 students at the University of Witwatersrand. Davidson is among the 1,580 black student out of 13,000 students at the University of Cape Town.

"The quality of their education doesn't even begin to equal that of their peers (when they arrive at college)," Stick explained. "They have tutorial programs because they don't come in ready (for the academic work)."

Personal information about Ngcobo and Davidson is limited, although Bates does correspond with them. "Connec-

tions are really bad and you have to wonder how many letters get through," Stick said.

What is known is that Ncobo is one of five children, his father works as a driver and his mother is a housewife. Davidson come from a family with six children. Her mother, who is widowed, supports them all on a pension and the children's allowance from the state.

"Their opportunities are very limited and if one person can make it he (or she) can make the difference for the whole family," Stick noted.

Other colleges which also have the South African Scholarship programs include Amherst College, Bowdoin College, Dartmouth College, University of Maine, Middlebury College, MIT, Smith College, Tufts University, University of Southern Maine, Trinity College and Williams College.

## Editor-in-Chief

*The Bates Student* is now accepting applications for Editor-in-Chief for the 1989-90 academic year. Applicants should send a letter to Philip Koski (Box 445) explaining your interest in the position. Deadline for letters: Friday, March 3, 1989.



# Arts & Entertainment

## Measure For Measure: Thesis Performance

by Jason Patenaude

No one said adapting Shakespeare was easy.

Or quick.

Between answering questions from his crew, his stage manager and his actors, R. Kevin Doyle ('89) found time to answer some of mine.

*Measure for Measure*, which Doyle has adapted and is directing for his theater thesis, will be performed Thursday through Sunday in Gannett Theater.

Doyle had originally planned to only direct the play, but copyright difficulties forced him to write his own version of the script.

"I was originally going to use Charles Marowitz's script, but I couldn't get the rights to it . . . the publishing company he used is no longer in existence."

Doyle's script, based on Marowitz's, uses Shakespeare's language with modern dialects (Damon Maida's ('92) outstanding performance of the Duke with a Brooklyn accent is worth the price of admission alone). This fusion of the modern with the Elizabethan is represented visually as well, with a choral leader dressed as a reporter and a modern hit man who carries an executioner's axe.

Though the play generally succeeds in weaving together the modern and the Elizabethan, it is a delicate process which has posed some problems. But Doyle believes that the production difficulties have actually improved the show.

"It's never too much of a hassle. Disaster adds an air of urgency and spontaneity and that's good. A lot of stuff has shaken up my perceptions of the script. Things that seemed bad actually turned out well."

Theater is best born out of crisis. Calm is not exciting; disaster is. As annoying as it has been, it has turned out well."

Despite his changes, Doyle believes that his version of *Measure for Measure* is consistent with Shakespeare's.

"I like my adaption, naturally. I think it's very true to the spirit of Shakespeare's original. I'm not trying to improve Shakespeare; we simply have different stories to tell with the same characters."

I didn't just do this to do something different. You have to grapple with the masters like Shakespeare before you can start out on your own. It's important for people who feel you shouldn't tamper with Shakespeare to know that Shakespeare meant his plays to be performed. He didn't take any interests in the publishing of the plays. He wasn't trying to preserve them in one form. It's like Latin: it's a dead language because it has always been preserved in one form without any changing or reinterpretation. It's only his making the play live through performance, through trying ideas that make it survive."

It may be a lot of work, but R. Kevin Doyle thinks it worth it.



Steve Gensemer '92, Maria Bamford '92, and Michael Foley '89 perform in *Measure for Measure*. Colin Browning photo.

## Art Department Offers Options for Short Term

by Isabel Roche

With registration for Short Term less than three weeks away, here are some previews of what will be happening in the Arts.

### ARTS AND ARTISTS IN NEW YORK

This off campus Short Term will be given by Professor Robert Fin-tuch. The students will travel to New York for the entire five weeks, staying at the Vanderbilt YMCA. They will be looking at Modern and Contemporary Art, focusing primarily on painting. The time will be spent visiting museums, gallery exhibitions, and artists studios, with special emphasis on the Metropolitan Museum of Art, and the Museum of Modern Art.

**THE MUSEUM:** According to Assistant Professor of Art Rebecca Corrie, this Short Term is designed for both majors and non-majors, but can provide invaluable information for those who have career interests in the Museum. It is structured so that most of the time will be spent on campus, studying such topics as the history of the museum as an institution, museum architecture, tax laws in relation to the museum, museum ethics, and design and installation of exhibitions. In addition to classroom study, the group will go out on several day trips, and will spend three or four days in Boston.

**THE HISTORY OF ROME AND BRITAIN:** This Short Term, which was to travel to England, has been cancelled. According to Professor Edward Harwood, the cancellation was not due to lack of interest, rather to an increasing difficulty for students to obtain funding. "Short terms are designed to be open to everyone. I am worried that they are

now becoming available only to a selective few—targeting a small group. If this is true, I won't continue to teach them; it goes against the principle under which they were created." Harwood does cite Short Term as an "excellent experience," and since he will be on leave next Short Term, feels that he has time to see what will happen.

He will be, instead, giving an on campus Short Term this semester, called *ARTS IN ENGLAND*. It focuses on mid-nineteenth century English Art, specifically The Pre-Raphaelite Brotherhood, who were a combination of Romantic and Realist painters. He is ex-



Associate Professor Edward Harwood. File photo.

cited about the Short Term, saying, "I really enjoy this group, and this is an opportunity for something different than I do during the year." Harwood does stress that the class is open only to people who have had some background in Art History, to shorten class time spent on background information.

### SYMPOSIUM:

**THE CHILD IN LITERATURE, ART, AND FILM:** Although still in the planning stages, this symposium will be an attempt to look at the ways in which the

child from infancy to adolescence has been represented in art, literature, and film, according to Instructor in Art Melinda Schlitt, one of the three professors who teach this interdisciplinary Short Term. Their hope is to juxtapose perceptions of the child in art, literature, and film against the medium that has been presented in the social sciences. She says that there is "no set agenda," and that it is more of an "investigation."

There are also two Short Terms in the Studio Arts, one being *RACU POTTERY*, and the other *MATERIALS*

"I am worried that (Short Terms) are now becoming available only to a selective group. If this is true, I won't continue to teach them; it goes against the principle under which they were created."

AND TECHNIQUES OF DRAWING AND PAINTING.

The Bates Student  
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## Coming Soon: "Prometheus Bound"

Not to be forgotten when the joys of February break are over: Aeschylus' *Prometheus Bound* will be performed March 2, 3, 4, and 5 in the Gannett theater. The play was originally devised as a benefit for Amnesty International, which will receive all proceeds from the performances.

The original Greek play tells the story of the Titan Prometheus who rebels against Zeus and is imprisoned for a thousand years. Here's the big twist: the play is set in 1977. Director Kevin Wetmore ('91), a classical theater major, saw close parallels between the story of imprisoned Prometheus and the story of South African Steven Biko and was inspired to create an updated version of the Greek play. Wetmore edited out a few historical allusions and Greek names from the original to deemphasize the classical connections.

Rehearsals are running smoothly with Ozzie Jones ('92) as Prometheus, Christina Petrillo ('92) as Io, and Matt Pollitz ('90) as Hermes among the cast. Costume designer Adrienne Ehlert ('90) is working on 1977 clothing for these Greek figures.

Biko as the protagonist Prometheus throws this classical Greek tragedy of unjust incarceration into a modern light; a story that is right in line with the cause of Amnesty International.

Reported by Bob Parks.



# Replacements New Release: *Don't Tell a Soul*

by Ian Bleakney

The Replacements have virtually defined rock and roll in America for the past six years.

Breaking out of the Midwest along with the now defunct Husker Du and the Violent Femmes in the early 1980's, they have had to sweat blood for their national recognition and major label status. From 1983's *Hootenanny* (preceded by three unspectacular LP's) continuing through *Pleased To Meet Me* in 1987, the Replacements have recorded some of the greatest rock music of the decade.

At their best, they recall the *Exile On Main Street*-ish Stones, while (for those of us who have seen them live) at their usually intoxicated worst... well, never mind. Yet, despite almost unanimous

## Ian Bleakney

critical acclaim (1984's *Let It Be* left Rolling Stone drooling) this Minneapolis quartet has failed to record that "one big album" needed to push them over the top.

*Don't Tell A Soul*, the Replacements first new album since 1987, begins on the upbeat with the nostalgic "Talent Show" as they reminisce over their Minneapolis club days. "Back to Back" and "Inherit the Earth," the next two cuts, sound a bit more like vintage 'Mats with their crunching duel guitars courtesy of singer-songwriter Paul West-



erberg and the newly acquired Slim Dunlop (replacing the irreplaceable Bob Stinson.)

"Inherit the Earth" sees Westerberg, now 29, recognizing his social conscience for the first time. "Shocking how nothing shocks anymore," he

growls about pollution and the environment while coming to this conclusion: "We'll inherit the Earth, but we don't want it."

Westerberg, on the next track, acknowledges his C&W influences in the touching "Achin' to Be," arguably the

best song on the album and also featuring a wonderful harmonica solo. Side one ends with the semi-autobiographical "They're Blind." "The demands made upon you/are hard to live up to" sings Westerberg, understandably frustrated with both his record label and the general public.

Side two kicks off hard with the anthemic "Anywhere's Better Than Here" followed by the danceable(?) "Asking Me Lies," the latter featuring a synthesizer(?), a funky bass line, and a guitar riff that's a little too cute for the Replacements. "I'll Be You," wisely chosen as the first single from the LP, is flawless as Westerberg's hoarse voice slices through his own razor-sharp guitar. The second side also features the acoustically haunting "Rock and Roll Ghost" (with more synth, alas) and the loud, fast rockabilly of "I Won't."

At times *Don't Tell A Soul* sounds glossy and overproduced, but behind that soundboard magic thrives the most prolific rock band of the 80's. And although the LP obviously lacks a centerpiece such as "Alex Chilton," "Bastards of Young," or "Unsatisfied," it nevertheless stands unquestionably as a strong album. Unfortunately, the LP still won't sell (not that I mind.) So, the bad news for Paul Westerberg is that he will not be moving to Hollywood anytime in the near future. But the good news for Replacements fans is that *Don't Tell A Soul* will not become a huge commercial success (i.e. *Document*), and we can count on not seeing the 'Mats doing any Michelob commercials.

# Jazz: Don't Judge A Book By Its Cover Art

by John Buckman

You'll notice that all the column titles in the forum section have colons in them. It's a disease called "Janakasis" and it's spreading.

This week's column is dedicated to the neat covers that have graced jazz albums in recent times. Also of mention, however, is the music contained on the record inside their neat covers. Whatever. Just read on. Don't ask me, I just work here.

This guy is just too neat—Bennie Wallace. Wow. The guy just sits there with his Dalton-esque shades, totally oblivious to everything. I love the complete role reversal on the back cover. He's standing next to this huge, Pavarat-

## John Buckman

ti-like man wearing gold striped black pants, suspenders and a "What, me worry?" facial expression.

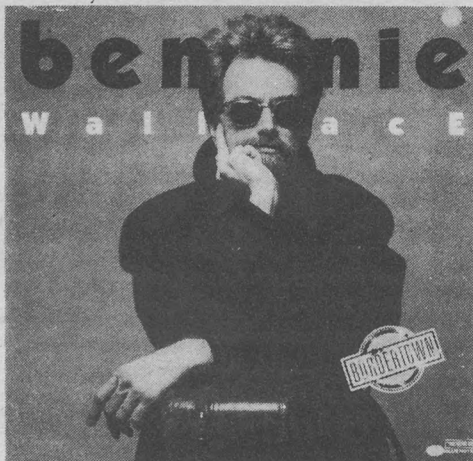
I should probably mention that he plays tenor sax—real well (Ah duh). The album I'm looking at now is called *Bordertown* and is available on Blue Note Recordings. When I played it, my saxophone-playing roommate's only utterance was "whoa." He also has a bunch of real good (Am I unable to write in English!?) musicians playing like Ray Anderson, John Scofield and Eddie Gomez.

The other album I'm looking at is Bennie Wallace and Yosuke Yamashita's *Brilliant Corners*. Boy, do these guys know how to dress. Anyway, this is my favorite of these two albums. Available from Denon Records, it's recorded in full digital and is over an hour long (how can you miss?). This album really rocks.

Most of the songs are modified ver-

sions of classics by Duke Ellington, Thelonius Monk and Dizzy Gillespie. The sax is incredibly crisp and really hops along. Also a plus, the versions are not totally tortured & bastardized a la *World Saxophone Quartet*.

The songs are thoroughly enjoyable both by someone with a classic ear as



well as a full-blown, artsy-fartsy, "Who can listen to that?" type person such as myself.

The other really nice album cover to take notice of is John Scofield's *Loud Jazz*. The cover looks like some out-take from the Art Department's "Color" class: torn pieces of brightly colored paper arranged in a seemingly arbitrary

fashion. Yes, that's right—I'm joking: the cover is lame.

Actually though, the album is quite passable, and one track even features George Duke! Yay!

On a closing, non-jazz, note, *Pere Ubu's The Tenement Year* is a very nice cover disguising a truly vile, revolting

album. To have people claim that this is really the same band that created the inspiring *The Modern Dance*, and that *Tenement Year* is its follow-up puts me near to tears. Unfortunately, they don't dress well, they need to shave, and they're ugly. John Buckman is the Jazz Director for WRBC.



# All Smoke, No Fire: *Mississippi Burning*

Alan Parker's films explore the dark corners of human consciousness. Parker's *Pink Floyd—The Wall* (1982) became an alienating trip mandatory for introduction into the realm of the cult classic. *Birdy* (1984) tackled the question of madness and the forces that define this madness. *Angel Heart* (1987) carried the audience into an identity crisis of demonic intensity. Now, in *Mississippi Burning*, Parker confronts racism and the ignorance and fear it creates.

The film is set in Jessup County, Mississippi, 1964. Two FBI agents, street-wise FBI veteran Rupert Anderson (Gene Hackman) and crew-cut, college-

educated Alan Ward (Willem Dafoe) are sent to investigate the disappearance of three missing civil rights activists. Each agent wrestles with the other's way of understanding FBI procedure. Anderson becomes involved with the townspeople in his search for information, while Ward remains detached and disciplined in his investigation.

*Mississippi Burning* is based on an actual series of incidents which occurred in 1964 and a great deal of controversy has been raised about the film's presentation of these events.

I don't think that historical accuracy is the real problem. There is a much larger problem, the same problem that has plagued such films as *Cry Freedom* and *A World Apart*.

In all these films which deal with racism, the protagonists are white. *Cry Freedom*, for example, could have concerned itself exclusively with the life of Steven Biko, but chose to continue the story with Donald Woods and his escape from South Africa. As a result, the audience gets to walk away and cast itself in the role of the concerned white. In short, we want to be enlightened and upset, but not too upset.

Some might argue that it is important to address the white response to racism as it may be more salable to a white audience. The emphasis on Hackman's and Dafoe's white faces in the midst of all these black faces, however, undermines many of the most startling and haunting of Parker's visuals. Alan Parker is one of the great directors and there are some truly frightening moments in *Mississippi Burning*. These

**"In short, we want to be enlightened and upset, but not too upset."**

scenes are stunning, but they do not have the impact that they might have had.

Ultimately, the film descends into a television dynamic. In two hours, the bad guys are put away, the camera pans across a funeral of mixed mourners, both black and white, and Hackman and Dafoe ride off as if to say, "Our job is done here, let's ride!" It is as if the problem between the blacks and the

whites only becomes solved when the whites ride to the aid of the blacks. The struggle of blacks independent of whites remains largely unexplored.

As good as the performances by both Dafoe and Hackman were, the character that I remember wanting to know more about was a young black boy. When asked by Dafoe why he is isn't afraid, the boy responds, "Why aren't you?" Fear pervades this film. For all the promise of one of Parker's psychological searches, *Mississippi Burning* is a good film, not a great one. In the end, the agents cut down a hanged Mississippian. One of the agents asks why the man hanged himself if he didn't kill the boys. Dafoe answers, "Anyone is guilty who watches this happen. He was just as guilty as the fanatics who pulled the trigger. Maybe we all are." Maybe we are, but this film may in fact be guilty of something much worse: pretending that the problems of this film have been solved even as it demonstrates, with its white leads, that certain things have not changed.

## Anthony Miller

### Movie Review

educated Alan Ward (Willem Dafoe) are sent to investigate the disappearance of three missing civil rights activists. Each agent wrestles with the other's way of

# Expansion in Creative Writing Opportunities

by Stacey Cramp

"We actually have double digit membership!", says Adam Lynn of the number of participants in the creative writing club, formerly called "The Garnet." With the two previous editors of the creative writing magazine abroad, the club is off to a fresh, and seemingly successful start.

Under the new direction of Adam Lynn and Morag Martin the club is in more than capable hands. From the very beginning Lynn and Martin have pushed for immediate organization and group action. Their efforts are already proving successful. The two new "editors" emphasize that all members have equal input in making all decisions concerning the club. They are only the catalysts of what all members hope will be a series of well attended and enjoyable activities taking place this semester. For the upcoming weeks the club is in the process of planning a faculty/student poetry reading, a day trip to Portland, writing workshops, and the assembly of a small version of Bates creative writing magazine, "The Garnet." The prospective magazine will be entitled "The

Bates Review." Submissions are welcome and encouraged from everyone. Short stories, poems, and artwork can be submitted to Box 445, 335, or 736.

Lynn is very optimistic about the club and was pleasantly surprised by the "sincere interest" of the participants. He encourages everyone to attend the upcoming poetry reading, submit creative works for the new magazine, and to attend the writing workshops. Depending on amount of interests, they will be held every Wednesday night at the Writing Workshop.

Two of the staff members at the Writing Workshop will be available to read, criticize, and praise your creative writing. Everyone who attends reads each others' work and makes suggestions for improvement.

Lynn has been a part of several of these sessions and thinks they've helped his writing considerably. "They are fun and casual and I enjoy hearing different perspectives about my work." He also likes reading what others have written.

These writing workshops are similar to the course alternately taught by Anne Lee and Carole Taylor, called "Writing Workshop." It is a requirement of En-

glish majors who choose to do a creative writing thesis. Professor Lee says they had to make it a requirement when students who made proposals for creative writing theses would sit down to begin their thesis and then get "writer's block."

The class is not exclusively for English majors, however. This semester Lee's class consists of about half English majors, with other students majoring in rhetoric and political science, to name a few.

For the first time, Professor Lee is using a text for the course. There are structured exercises concerning point-of-view, figurative language, and other literary elements. But mostly the students focus on their "on-going work," which consists of two five page stories or a series of poems. The students read and criticize their classmates' work.

"If the student is really motivated, a creative writing thesis can be very exciting." Professor Lee says the student is much more independent than when writing a normal, research thesis, because they must "generate their own topic." As the head of the English Department she is happy to encourage cre-

ative writing theses, but stress the incentive must come from the student. Five of the approximate forty English majors this year are doing creative writing theses. Lee considers this a rather large percentage.

She believes there are enough courses to meet the demand of students who are interested in creative writing. "The number of truly gifted writers is fairly small, which is not surprising." For those who are interested in creative writing, Professor Lee emphasizes the importance of "taking every opportunity you can to hear and read others' poetry." She believes this is one way of drastically improving your writing.

Two of these opportunities will present themselves in March. Poet Allen Ginsburg will be at Bates on March 1st and poet Donald Justice will be here on March 23rd. Professor Lee says she has been disappointed by the turnout at many of the poetry readings at Bates, but notes that the turnout for poet Amy Clampitt last month was "terrific." She hopes the audiences for the poetry readings next month will be even larger and says there will be an increasing number of visiting poets in the future.

# A Veritable Plethora of Stuff To Do, Folks

## Friday

7pm *One Flew Over the Cuckoo's Nest*, sponsored by the Filmboard. Additional showings Saturday and Sunday. \$1 Filene Room

8pm *Measure for Measure*, adapted and directed by senior R. Kevin Doyle as his thesis project. Additional performances Saturday at 8pm and Sunday at 2pm. \$2/\$1 Gannett Theater call 786-6161

8pm *Concert*, tenor Bruce Fithian and pianist Janet Reeves, from the music faculty of U. Southern Maine, present the Schubert song cycle "Die Schöne Mullerin" ("The Lovely Miller Lass") free Olin Concert Hall

9pm *Pub*, Tom Acousti presents a folk and pop repertoire. \$1.50 Chase Hall Lounge

10pm *Expressions*: Poetry, music, dance night. Video showing in Hirasawa of "Right On" featuring the Last Poets. Performances also in Skelton.

## Saturday

3pm *Concert*, music for French horn by Scott Burditt of the applied music faculty and students Karla Jackson ('91) and Kim Skidmore ('92). Additional performance Sunday at 3pm. free Olin Concert Hall

7pm *Films*, "Epitaph," "Ghetto," and "Putney Swope," introduced by visiting associate professor of theater Buddy Butler. free Olin 104

## Monday

8pm *Baron Munchhausen*, sponsored by Bates German Films. Color with special effects. Adventures of "legendary hero" Baron von Munch-

hausen. German with English subtitles, 1943. free Olin 104

7:30pm *Lecture*, by noted playwright and director Woodie King, Jr. free Chase Hall Lounge

## Tuesday

10pm *Stormy Weather*, starring Lena Horne. free Frye Street Union

## January 31 - February 19

*Ghosts*, by Christopher Hampton, theater production by Portland Stage Company. call 774-0465

## February 25

8pm *Billy Taylor Trio*, presented by LA Arts, an evening of classic jazz. \$10, at LA Shaw's Supermarkets. Bates College Chapel. call 782-7228

## March 1

8pm *Alan Ginsberg*, the celebrated poet reads from his works. free Olin Concert Hall

## March 2

8pm *Prometheus Bound*, by Aeschylus, updated to 1977 South Africa by director Kevin Wetmore. Proceeds to benefit Amnesty International. \$4/\$2 Additional performance Sunday 2pm. Gannett Theater

## March 3

8:15pm *Bates Concert Series*, presenting Ramon de los Reyes Spanish Dance Theater. Gypsy and Spanish folk dance, with a performance of the famed "Caudro Flamenco." \$8/\$5 call 786-6135 Olin Concert Hall



# Sports

## Men's Basketball Falls To A Strong USM

by Kim Small

It was a week of mixed feelings for the Bates Men's Basketball team. On Saturday, the Bobcats went to Babson for a game that ended in a victory. The results were less favorable on Monday when the team was defeated by USM.

Although not on home turf in Alumni Gym, the Bates squad was not without fans this past weekend as they travelled to Massachusetts, home of six of the players. The Babson crowd was speckled with Bobcat cheers as family and friends attended the game. In addition the trip ended in success for the Bobcats, who defeated Babson in an overtime victory.

The win not only strengthened the team's record, but also their pride. The outcome proved they could pull through in pressure situations. With five seconds left in regulation time, Babson's Woody Hines shot a lucky three pointer that sent a 93-93 game into overtime.

Throughout regulation, neither team had completely dominated, yet Bates seemed to have the edge. Although they were down 47-45 at half-time, they came back and gained the lead. According to Coach Boyages, the Bates players had a "great second half" and seemed to pull together as a team.

Offensively, the Bobcats were extremely effective as many players contributed to the scoring. Erik Johnson '90, who scored 23 total points, sunk 17 in the second half and made 11 of 11 free throws. Freshmen Tim Collins (21 points) and Sean McDonagh (18 points) were on target with good shooting percentages. A solid performance was also given by senior Mike Fahrm, who ended

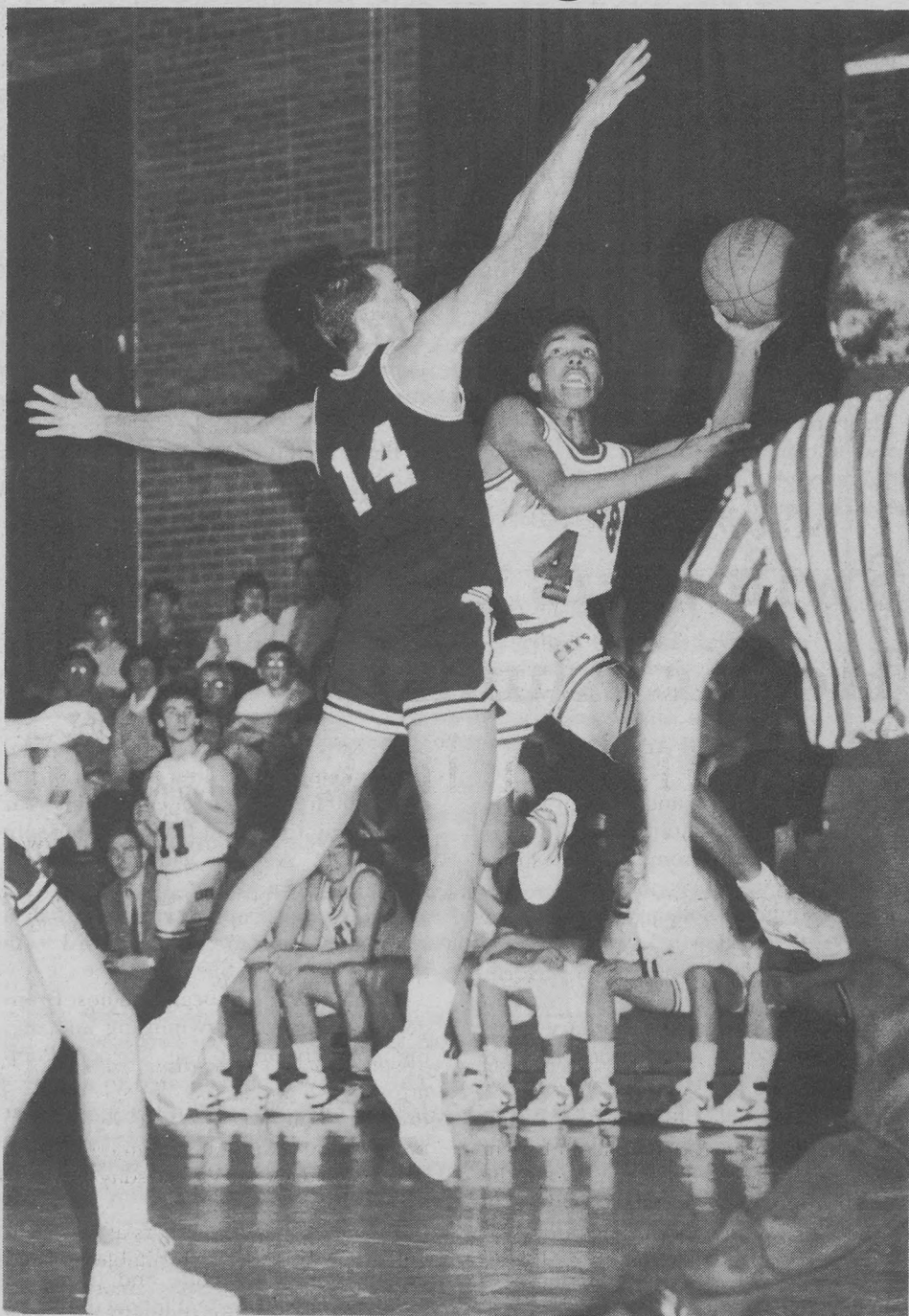
the night with 12 points and a season high of 14 rebounds. A total team effort proved successful as the Bobcats went away from the game with a 106-102 victory.

Saturday's celebration ended Monday for the Bobcats, who fell victim to USM in a game that left Bates in disappointment. The team lost 91-67, yet the score was not indicative of their total performance.

It was not until the second half that the game turned completely over to USM. Boyages felt confident at half-time when the Bobcats trailed by three and believed the game's momentum didn't shift in USM's favor until the second half. "There were a few three point shots made by USM in the second half that broke the game open," said Boyages.

Although this marked another loss for the team, it did show the Bobcats' offensive diversity. Four players contributed highly to the overall scoring. Once again, Sean McDonagh had a solid game with 16 points, the high for the day. Tim Collins followed with 15 points and again showed his offensive talent. Senior David Weaver, a consistent player for Bates, scored 11 points and freshman Brad Adams contributed 8 for the day. Despite the loss, the Bobcats will continue to play hard and look ahead to the weekend.

The team hosts top ranked Wesleyan on Friday followed by Trinity College on Saturday. Both teams will present a challenge for the Bobcats. Fortunately, the games are at home in Alumni Gym, where Bates will be able to count on the loyal Bobcat fans to help them in their pursuit.



Despite the soaring effort of Darell Akins '92, the Cats crashed on Monday. Steve Peters photo.

## Women's Basketball Too Much For UMF

by Kristen Pierce

In their most recent home game, the Bates Women's Basketball team dominated the University of Maine at Farmington Beavers, winning by a score of 83-66. It was not until the second half, however, that the Bobcats demonstrated winning form.

During the early part of the first half, the Bobcats were behind the Beavers by as much as seven points. However, the Bobcats caught up, and with thirty seconds remaining in the first half, the score was tied at 35-35. Then, with three seconds remaining in the half, sophomore Amy Schrag hit a critical shot, giving the Bobcats a two point lead at the end of the half, 37-35.

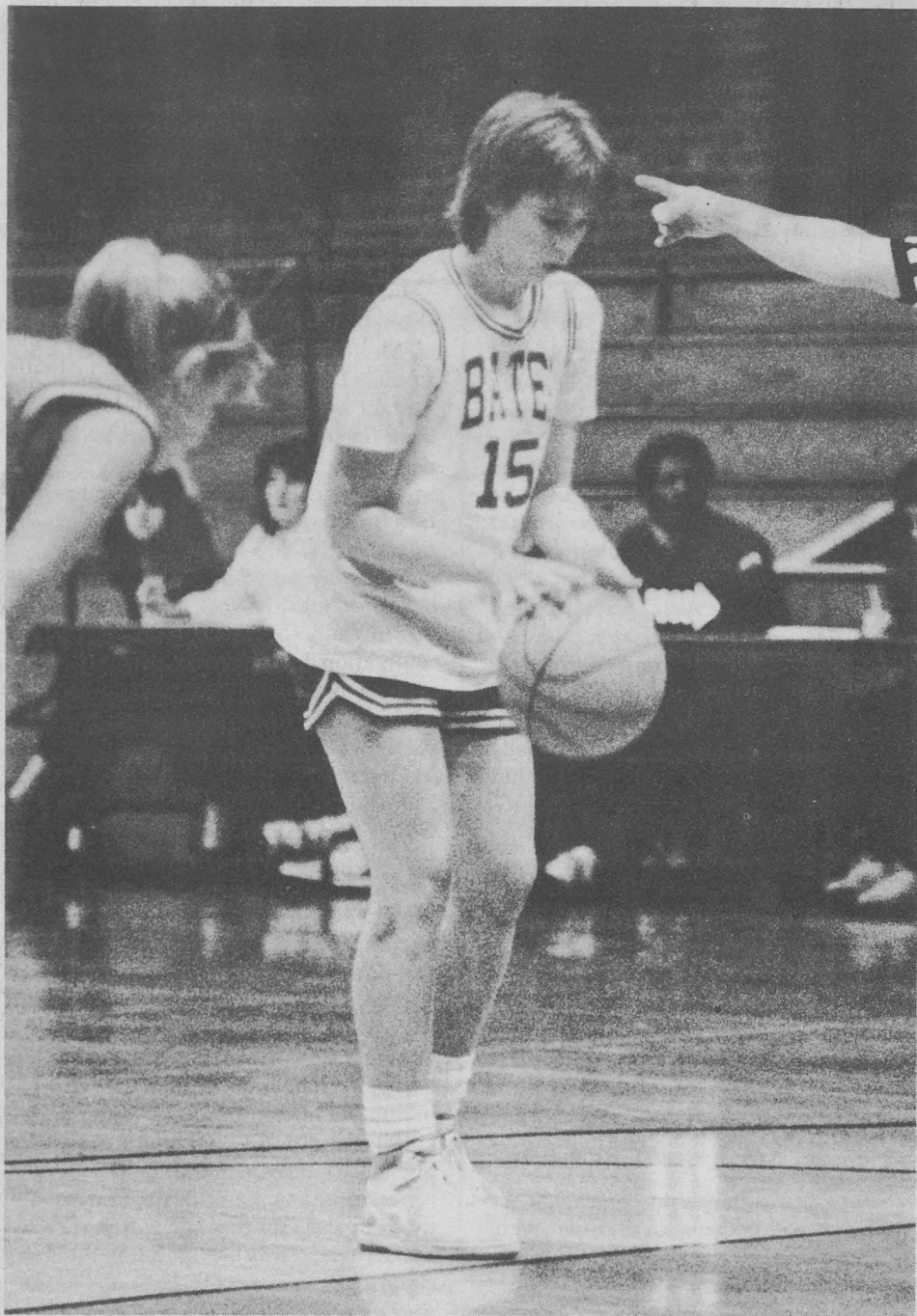
Just a few minutes into the second half, the Bobcats started increasing their winning margin. The Beavers seemed to have one very good player, Donna Storey, but once the Bobcats learned to dominate her, they were able to dominate the game. Five minutes into the second half, the Bobcats managed to solidify their lead, 46-41.

UMF managed to foul the Bobcats often, this combined with the fact that the Bobcats played strong defense and offense put Bates in a position to easily outscore the Beavers.

Several players on the team contributed notably to the Bobcats' win. Sophomore

Adrienne Shibles had 23 points, to lead the Bobcats, and freshman Leigh Ann Smith had 22 points and 8 rebounds. In addition, Amy Schrag had a good game, scoring 16 points and playing excellent defense.

Because of a loss on the road against University of Southern Maine, the Bobcats record stands at (12-6). Their record in the NIAC conference is 7-2, and as long as they can maintain a winning record, they will attend an end of the year tournament for the first time in several years.



Amy Schrag '91 concentrates at the line. Steve Peters photo.

Have  
You  
Been  
Spun?

ad



## SPORTS

# Men's Volleyball 3-2 In Home Tournament

by Peter Carr

The Bates College Men's Volleyball team posted a 3-2 record in a round-robin tournament against teams from around New England this past weekend in Alumni Gym.

The Bobcats began the day at a disadvantage with Charles Dinklage '91 and Andy Tait '90, two key starters, out with injuries. Nevertheless, Bates opened with a strong match win over WPI taking the Engineers 15-6, 15-13.

Bates then made it two in a row with a three game victory over University of Maine at Orono 13-15, 15-13, 15-10. Their third match victory of the day was also a come-from-behind win as they beat a tough UNH squad 8-15, 15-3, 15-4. The squad was outmatched by Bos-

ton based teams as they dropped key matches to a weak Boston University six 9-15, 15-10, 10-15 and a better Boston College team 6-15, 10-15.

During the day, the Bobcats were led by Captains Greg Bartholomew '90 and Dave Marran '89 who dominated the middle attack. On the outside, hitters Paul Dill '89 and Norman Williams '89 paced the offensive attack. In addition, the serving of Mark Duethorn '90 and Jeff Kubick '91 kept the opposition off balance all day.

Despite the two losses, Coach Alvin LaMarre was still pleased with the team's performance especially noting the play of substitutes Mark Gwinn '92, Pete Moe '90, and Doug McIver '92.

Bates travels to Dartmouth this weekend for a tri-match versus Dartmouth and Tufts.

## Swimmers Set Records, Honor Alumnus

by Bill Aden

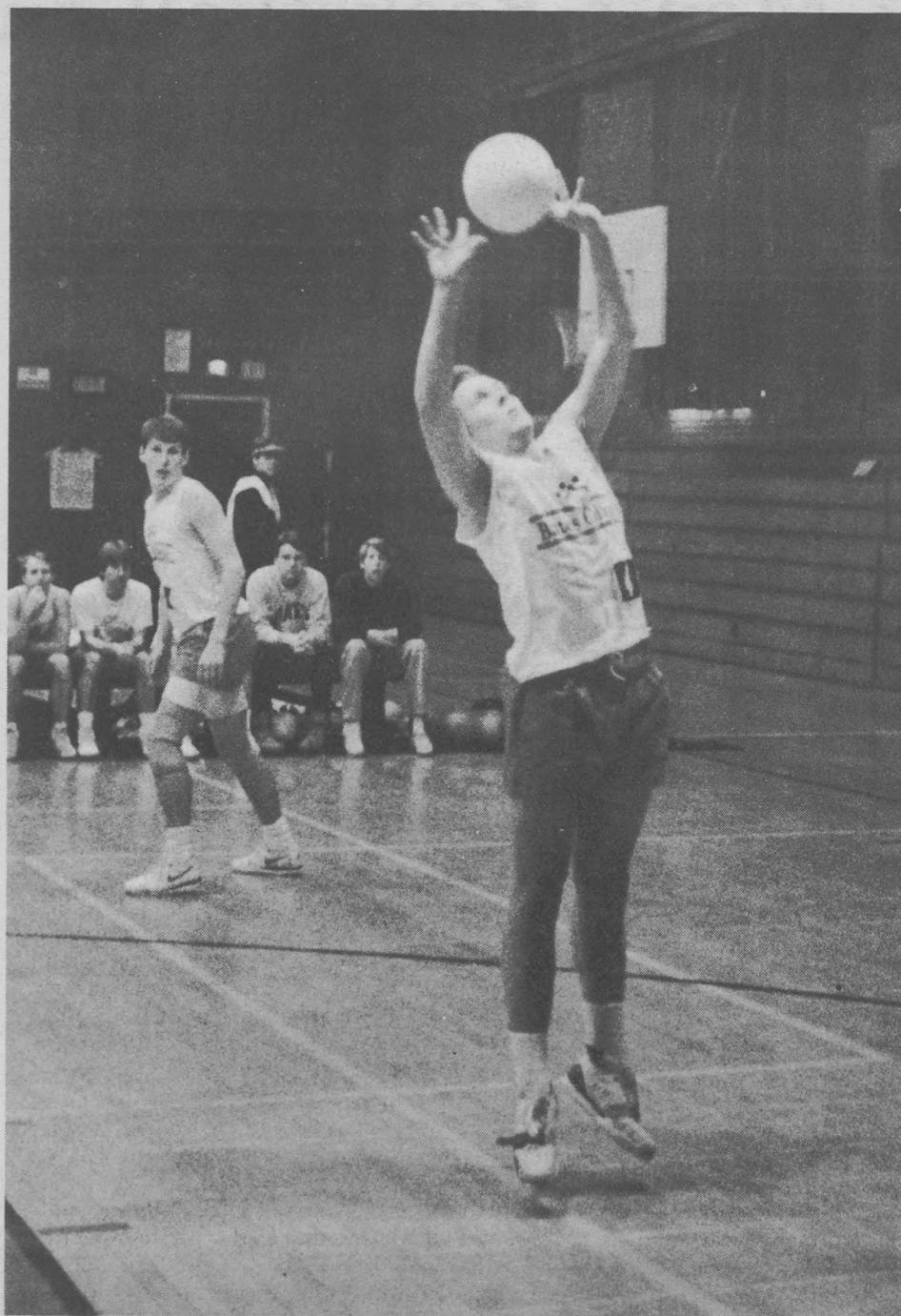
While the men's and women's swim teams have been humbled in the past two weekends by some of the stiffest competition in Division III New England—Amherst College and Tufts University—they nevertheless have turned in a few tremendous individual performances.

Against Amherst on January 28th, Martha White '91 set a school record of 56.77 seconds in the 100 freestyle, lowering senior Wendy Genga's old record by a quarter of a second. In the same meet Jon Simon '89 cruised to a 10:39 in the 1000 freestyle, beating the previous record of 10:47 held by Will Letts '87.

At Tufts a week later, Jon Dreibelbis missed the 200 Individual Medley record of Pete Champlin '90 by 0.06 sec-

onds with a time of 2:05.50. Also, Genga came within four seconds of her own 1000 free record set earlier this year on the way to a 1650 freestyle; her split was 11:34. And the women's 200 free relay of Genga, White, Deb Schiavi '89 and Kate Killoran '90 were just half a second away from a new record with their time of 1:48.85.

Tomorrow the Bobcats will host Brandeis University for swimming and diving competition at the Tarbell Pool. The meet will be dedicated to alumnus John White '39, who in his junior year at Bates became the college's first swim team Captain. White still swims today, and recently he set all-New England Masters' records in his specialties—the 50, 100 and 200 backstrokes. A reception in honor of White and the Bates swimming tradition will follow the meet.



Men's volleyball played host to a tournament this weekend. Colin Browning photo.

## Coffey Developing Skills As Triathlete

by Becky Farr

Coach Suzanne Coffey spent her entire life on an athletic team, then she graduated and there were no more teams. What did she do after that? She became a triathlete. She says that she still "craved the competition", now she spends four hours a day, year round training with the hope of going professional next year. She already has three corporate sponsors; Avia, Olympia and TYR.

This past year, she competed in thirteen races, three of which were national championships, finishing in the top ten in ten of them. She says that she usually races up and down the east coast, but hopes to go west on the heels of the professional tour this summer racing every weekend.

Suzanne stated that she "feels fortunate to have a job with access to a pool and time at noon to work out." She also takes advantage of the coaching staff by getting George Purgavie to help with her swimming, Roger Park coaches her biking and Carolyn Court does track work with Suzanne. Her training consists of running before work, swimming and biking in the afternoon and lifting at night.

Suzanne was happy to reveal that the triathlon will become an olympic event in 1992 using what is called the international distance: a one mile swim, twenty-five miles of biking and a six kilometer run. The triathlon is a growing

sport, though more so in California than in Maine, which brings a smile to Suzanne's face. She says that the most important part of the race is the transition from event to event. This is accomplished in approximately thirty seconds by all good competitors. Her dissertation finished with a grin and the declaration that "It is a neat sport."

You may be wondering who inspires her to do all this work, why she continues to train. Suzanne finds part of her motivation in her idol, Jan Ripple, the woman on the top of the professional rankings right now. Suzanne met Jan on a flight from Miami to New Orleans in December and she says that since then "an unusual friendship is developing." Coffey and Ripple have developed a two way help process. Jan provides inspiration and encouragement while Suzanne provides information about the training techniques she uses with her teams, one of Jan's interests.

Both women are juggling a family and their rigorous training routines, while Suzanne adds the trials of coaching to her daily schedule. In the past she has maintained positions on both the Women's Field Hockey and Lacrosse teams. She has recently given up field hockey to concentrate on her administrative duties, but she says that she will never give up lacrosse, "it is like an addiction" she claims with a laugh. In light of the time she spends training for triathalons, it seems as if competition is too



Coach Suzanne Coffey, triathlete in training. File photo.



# A Step In The Right Direction For Baseball

Finally Major League Baseball has done something right. Recently the vacancy of National League President, left by Bart Giamatti who has become commissioner of Major League Baseball, was filled.

Bill White, a former National Leaguer himself will soon take the reigns of the league he once played in. The decision to fill the position with White is an excellent choice for MLB. Unfortunately it is not in a long line of smart moves on the part of MLB.

After a very questionable commissioner in Bowie Kuhn, baseball tried to solve all their problems by appointing Peter Ueberroth as the commission. Ueberroth was seen as the miracle man of the 1984 Summer Olympics in Los Angeles and it was hoped that he could bring some of that magic to baseball.

## Emanuel Merisotis

Tragically Ueberroth was not made to be the head of baseball, that was not what he wanted, and after a brief tenure he resigned his post. Bart Giamatti, the former president of Yale University, and at the time NL president, was chosen to take over as commissioner.

I can't see this as the best move MLB could have made. I don't see Giamatti having anymore of a grip on baseball than the two previous commissioners.

In Bill White MLB will get what it should have in an official. White has constantly been involved with the game of baseball for over three decades. As a player for many years and as a New York Yankee announcer for the last 18 years, White has not lost his grip of baseball.

A lover of the game, Bill White is more in tune with the problems that face baseball than many other people that MLB could have given the job to. He is bright, knowledgeable, and truly dedicated to the game. Thus he is a perfect

man for the job.

Possibly the most exciting part of this appointment is that Bill White is the first black man to take such a position in MLB. Recently there has been a lot of pressure from many directions to put a black person in an administrative role in the league.

Also there has been a large push to get more black managers in MLB. It appeared as if there were a discriminatory policy on the part of baseball. Hopefully this recent appointment is a sign that these accusations are groundless and blacks will be given a fair shake in baseball from now on. We shall see if progress stops here or whether baseball will continue to move forward.

Personally, Bill White's appointment brings both good and bad feelings to me. I am ecstatic that someone of Bill White's quality and style will have such an important position of policy making in MLB. I am confident that he will be good for baseball, because he really understands it.

I am also thrilled by the fact that someone will be taking an administrative position that shares my views on umpires. White has often made his opinion known that he does not like the power that umpires have claimed in baseball. Look for Bill White to start a push to curb the power and the personalities of umpires. White believes that umpires should be an invisible part of the game, and I'm sure he will try to do something to achieve this.

The only down note to this whole thing for me is that the Yankees will be losing a great announcer. Of the great trio of Bill White, Frank Messer, and Phil Rizzuto that I grew up listening to, only Phil Rizzuto is left. These three were a perfect team and it is sad to see them fade away.

But I am happy for Bill White, and I am happy for baseball. What Yankee fans are losing the entire National League will be able to cherish. I wish Bill good luck, the job he is taking is not easy, but I know he can get it done.

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### Parsons in Paris June 30-August 14

Paint on the Left Bank, explore prehistoric caves in the Dordogne, visit the masterpieces of renaissance art in Tuscany. Courses include painting, drawing, art history and the liberal arts. Students may choose to spend the last two weeks of the program in the Dordogne or Cortona, Italy.

### Photography in Paris June 30-July 31

Study both the aesthetics and the craft of photography in the city that has inspired great photographers for 150 years. Guest lecturers and visits to Parisian galleries supplement the curriculum.

### Fashion in Paris June 30-July 31

Study the history and contemporary trends of French fashion design through visits to Parisian museums and costume collections. Guest lecturers and visits to design studios and retail outlets are part of the program, as are daily classes in fashion illustration.

### History of Architecture and Decorative Arts in Paris June 30-July 31

Offered in collaboration with the renowned Musée des Arts Décoratifs, this program focuses on the history of French architecture and European decorative arts. Excursions to points outside of Paris are included; last summer, students visited Versailles, Vaux le Vicomte and Fontainebleau.

### Modern Paris June 30-July 31

Combining architectural history with drawing, this program focuses on the development of Paris in the modern period (1830 to the present).

### Paleolithic Art and Archaeology of the Dordogne July 30-August 13

Daily class sessions near the town of Les Eyzies de Tayac, in southwestern France, are devoted to lectures and guided visits to the areas famous and less well-known prehistoric caves, living sites, and archaeological excavations.

### History of Architecture in Italy June 29-July 28

The architectural heritage of Italy is studied in Rome, Florence and Venice, where on-site presentations are made by Parsons faculty.

### History of Architecture and Decorative Arts in Great Britain July 6-August 7

This four-week curriculum, covering the years 1600-1900, is offered in London, with several excursions to nearby towns and country houses.

### Graphic Design in Japan July 10-August 10

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Offered in collaboration with Jerusalem's Bezalel Academy of Arts and Design, the program provides an in-depth introduction to major sites of historical importance, to the rudiments of archaeological practice and to techniques of artistic representation.

### Parsons in West Africa July 8-August 2 and August 5-26

Workshops in ceramics and fibers will introduce students to artists and artisans in several Ivory Coast villages, where these crafts can be studied in their original context. A photography curriculum examines techniques of documentation and reportage in regions of great natural beauty and cultural diversity. The history of African art and architecture also is offered. Additional study in Mali may be taken as a separate option, or as a continuation of the Ivory Coast program.

All programs include round trip airfare, accommodations and land transfers. Academic credit is available to qualified students. For more information, please return the coupon or call:

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# College Communities Threatened By AIDS

by Julia Opler

Susceptibility to AIDS (Acquired Immune Deficiency Syndrome) is not mitigated by the seclusion of college life. Although AIDS is not a predominant concern of many Bates students, statistics and the opinions of health officials illustrate the importance of understanding the deadly virus.

Twenty percent of the cases of AIDS in the United States afflict people between 20 and 29 years old who were probably infected during their late adolescent or early adult years.

The New England College Health Association's (NECHA) yearly meeting determined that 0.3 percent of the general population is infected with the HIV virus, and that the same level can be presumed to exist on college campuses.

Little evidence exists indicating that



Chris Tisdale. Amy Ma photo.

college students are using enough precautionary measures to prevent the sexual transmission of the AIDS virus. In a student health study done by the NECHA, 81-83 percent of the surveyed students were found to be sexually active. Of those sexually active students, 60 percent said they did not use condoms. In high-risk groups, identified as IV drug users and homosexuals, 67 percent of those surveyed reported not using condoms.

Even more alarming was 60 percent of the surveyed students said they thought they would lie to a partner if they had tested HIV positive and knew they had AIDS.

A number of explanations are given for students' nonchalant attitude toward safe sex and taking preventive measures. Perhaps the most significant factor for the seemingly low level of concern among students is the fact that the incubation period of AIDS is relatively long.

Cindy Visbaras, health educator at Bates, remarked that, "in college health in general, we are not going to see a lot (of AIDS cases). People generally become sexually active in their late teens, and with the long (AIDS) incubation period (on average, 7.8 years), we won't be seeing the outcome."

Also the media's less frequent coverage of the issue of AIDS may have lulled some into a false sense of security. According to Chris Tisdale, director of health services, "the shock effect of AIDS has gone down. It is not such a hot media topic anymore, and as a result, people feel safer."

"We live in a sheltered place here at Bates, and we shouldn't forget about AIDS, because the reality is there," said Adrian Collazo, '90, coordinator of the Bates Gay-Lesbian-Straight Alliance.

"AIDS is not talked about much at all. Young people are exploring their

"In college health in general, we are not going to see a lot (of AIDS cases). People generally become sexually active in their late teens, and with the long incubation period we won't be seeing the outcome."

sexuality, and tend to view sexually transmitted diseases more as a barrier than as a threat. They feel invulnerable to any deadly disease," Collazo pointed out.

Presently the issue of AIDS is dealt with silently by most members of the Bates community. Bates students' feeling about AIDS run the whole gamut, from very frightened and very alert to the danger to one unidentified student who said that "as long as they're a little careful, there's no risk."

Batesians, however, should defend themselves against AIDS through personal measures Tisdale said. Admitting that complete, campus-wide abstinence is not probable, Tisdale advocates people learn more about the risks and practice safe sex. She advises "when people have sex, they should use condoms."

Also the fewer partners a person has, the smaller the chance of encountering AIDS is simply according to the law of averages. After all each partner brings with them a past and possibly an unknown sexual history.

At Bates, where alcohol is sometimes the centerpiece of social activity, special problems can arise. Statistics from the AIDS Commission for American College Health show that one third of the cases of sexually transmitted diseases occurred when the victim had had too much to drink. The head of the commission said, "when you are drunk you would have sex with someone who, if you were not drunk, you probably wouldn't have lunch with."

There is information available from the Health Center that deals frankly with all aspects of the dynamics of AIDS transmission. The staff at the Health

Center are ready to advise anyone who might need guidance in contending with safe sex or AIDS questions. Confidential testing is available through the Health Center or the AIDS Testing Information Center accessible at 795-4357.

Tisdale noted the "biggest impact of the disease comes from losing someone." She comments that we cannot let isolation from the effects of AIDS "lull us into a false sense of security that could result in death."

74,000 people in the United States were diagnosed with AIDS by 1988. Of this number 43,000 have died.

## Student Poll

I Am ...

- A. Not Sexually Active
- B. Sexually Active With One Partner
- C. Sexually Active With More Than One Partner

If B or C, Please Respond To Second Question.

Do You Practice Safe Sex? A. Yes  
B. No  
C. Sometimes

Safe Sex ?	Yes	No	Sometimes
Not Sexually Active	36 %	—	—
Sexually Active With One Partner	43 %	4 %	6 %
Sexually Active With More Than One Partner	5 %	1 %	5 %
Total	84 %	5 %	11 %

These results were compiled from 183 responses to the approximately 600 questionnaires left in mail boxes on Monday, Feb. 6.

## Fear of AIDS: One Student's Perspective

AIDS fear is constant part of my life, at school or at home. Ever since I had my first low-risk sexual experience, I have had several bouts of anxiety which have resulted from my irrational fear of AIDS. The term generally used for people like me is the "worried well." Symptoms of the "worried well" can include sadness, anxiety, depression for no apparent reason, sleeplessness and loss of appetite. This is the same kind of stress which can produce AIDS symptoms. I also worry constantly about my health and sometimes refuse to believe the doctor's assurance that I'm ok. Every time I have a cough or a sore throat, I think I have AIDS.

I can remember having mono last year at school and convincing myself that I did indeed have AIDS. I was sure that I was infected and was going to die. It was as simple as that and I knew that I wouldn't have any control over it. This irrational stress can create a vicious cycle of psychosomatic symptoms, followed by more AIDS fear, and so on.

I also tend to feel guilty about any sexual experience I've had, even though they were few and generally low risk. My worst experience with AIDS fear was last summer when I finally mustered up the courage to take the HIV test.

Even though my decision to take the HIV test was not truly necessary, my in-

### Guest Column

creasing anxiety forced me to do so for my well being. I realized that the decision to do so, or not, would not affect my safe sex practices. But I knew I couldn't get through the summer if I didn't get tested. I called the AIDS hotline and found out information on where to get tested. Fortunately, I decided to call the state health department which provided anonymous and confidential testing.

The two week period necessary for results was the most harrowing experience I've ever had. It was on my mind con-

stantly and it interfered with my normal functioning. I was extremely apathetic about everything and, as every day passed, I became more convinced that it

"I also worry constantly about my health and sometimes refuse to believe the doctor's assurance that I'm ok. Every time I have a cough or a sore throat, I think I have AIDS."

was a hopeless case.

When contemplating death, the fact that I was a 19-year-old college student who was just about to enter the real world and pursue goals was the hardest thing to cope with. Of course, with a constant media blitz including newspaper article and constant television coverage, I couldn't avoid the subject and felt trapped.

Finally, the day arrived when I would receive my results. To make matters worse, it was also the day of my grandmother's burial. I remember my pounding heart beats, which seemed so clearly audible, when my counselor asked me to enter her office. Nervously, I remained seated while she perused through her files. I can remember the outpouring of emotion when I was told that I was "HIV negative." I felt as if I had been given a new lease on life, and was ecstatic. I certainly appreciated life that summer, and, at the same time, felt empathy as well as sympathy for the HIV positives.

Gradually, I learned to cope with my AIDS fear by actually being aware of it, as well as educating myself about AIDS. I realized that an irrational, self-defeating response to AIDS would get me nowhere. I knew that I had to face my fear directly in order to cope with this unfortunate epidemic.

The writer of this column wishes to remain anonymous.



# Fighting AIDS: The Modern Trojan War

by Linda M. Johnson

"We see more students asking questions about AIDS and give out more information. Students are beginning to get the message that birth control is one issue and safety from AIDS is another issue," said Chris Tisdale, director of Bates' Health Center.

"Since we started AIDS education, we have definitely seen increased awareness among students and an increased level of interest. Students are fairly knowledgeable about the facts. They know what AIDS is and how it is transmitted, but they are in limbo about what they will personally do about it," she added.

Though Tisdale noted that condom sales at the Health Center have increased dramatically. "Bates students have intellectual and educational awareness of AIDS but I am not sure if the

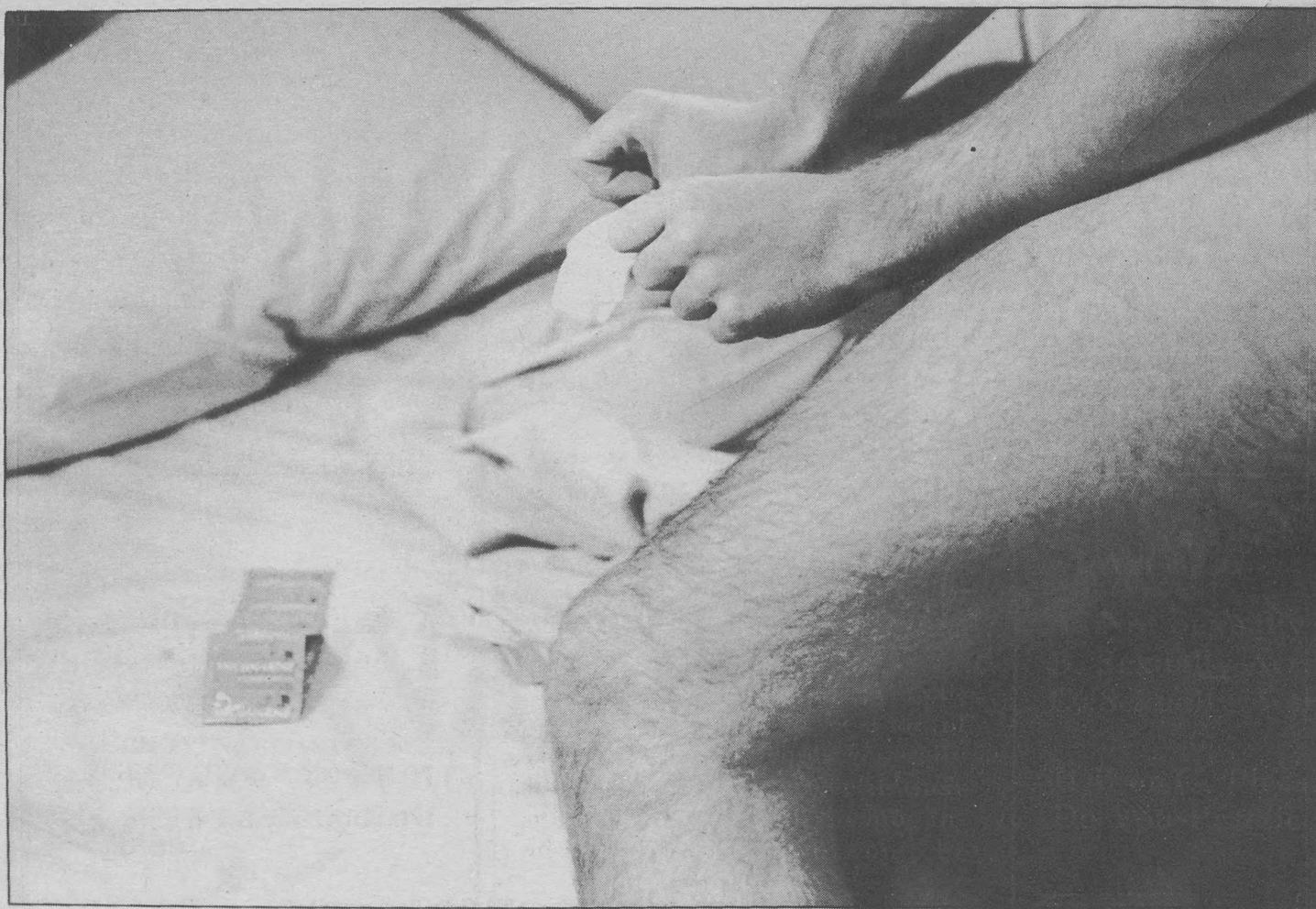
**"AIDS is slowly progressive and can lie dormant up to ten years. Students haven't had a chance to see the full impact of the illness. They aren't seeing their friends die of AIDS."**

emotional impact has hit the college community," she added.

"The student body still perceives itself as very safe. Students have the illusion that they are an isolated, 'selected' population in the middle of Maine. Part of that comfort is accurate," said Tisdale. The most recent count of AIDS cases in Maine placed the count at 99, but this does not include HIV positive cases.

She continued, "Students think that because they have been going out with a 'nice' person for two to three months, they are alright or safe. Unfortunately, you can not really tell. In this day and age, it is dangerous to consider oneself safe. If you are sexually active, you have got to think about AIDS."

Tisdale feels that another reason for many students' lack of concern is that "AIDS is slowly progressive and can lie dormant up to ten years. Students



The Health Center reports an increase in condom sales. Colin Browning photo.

haven't had a chance to see the full impact of the illness. They aren't seeing their friends die of AIDS."

However, the results of random testing done over the last two years of 40,000-50,000 students at various university campuses nationwide showed that 0.3 percent of the national college population is HIV positive. This means that 3 out of 1,000 college students have AIDS, making it likely that approximately five students at Bates would test HIV positive. The average lifetime of someone diagnosed with the HIV positive virus is 7.8 years from incubation to death.

The Health Center would like to do a written AIDS survey within the next year "to see how different we are from other schools. My guess is that we are

not," she added.

As far as AIDS education goes, Tisdale remarked, "We had higher attendance at workshops three to four years

**"The student body still perceives itself as very safe. Students have the illusion that they are an isolated, 'selected' population in the middle of Maine."**

ago. Now people are more relaxed and more lackadaisical about it. We are lucky to have an average of 30 people show up."

"Other colleges are having the same problem attracting people to programs.

People are getting tired of AIDS; they want something else to talk about. They need to be given a different perspective," Tisdale said.

She added, "We have changed the educational approach. It was more informational; now it is a psychological or social perspective. We need to get away from the AIDS 101 mentality and build more skills on how to become comfortable with the kind of intimacy AIDS is demanding."

Presently, the Health Center does refer students to The Clinic in Lewiston for AIDS testing. The Clinic is anonymous and asks only for a first name. The test costs \$15 and there is a two week wait for results. The Clinic can be reached anytime during the day at 795-4357.

## College Campuses Combat the Killer

by Andrew Abraham

Safe sex is an issue confronting every college campus. Colleges have dealt with the problem by educating the students about AIDS and making condoms and other safe sex materials available to them.

These efforts vary from college to college. Bates provides both access to condoms and periodic educational activities. Still, some colleges have made more overt attempts to promote safe sex, while other colleges have done less than Bates.

### CONDOM AVAILABILITY

Dartmouth provides a "safe sex kit" that is available free to all students at the health center. The kit contains two types of condoms, spermicide gel, a dental dam, and a pamphlet. In addition, the Dartmouth health center makes condoms available for free.

To make condoms readily available, many colleges, including Harvard and Bowdoin, have recently installed condom vending machines. At these schools, the vending machines have been placed in laundry rooms so both men and women can have access.

Bates has not installed condom vending machines, but does provide condoms

at the Health Center at a price of three for twenty-five cents.

Other institutions have not made such efforts at providing access to safe sex materials. Georgetown University does not make condoms available on campus.

**"A condom is no good in a student's hand, we must make students aware of the necessity of using condoms."**

A physician at Georgetown, which is affiliated with the Catholic church, said the university feels use—not availability—is the real issue.

Dr. Datsun, Georgetown's director of health services, said "a condom is no good in a student's hand, we must make students aware of the necessity of using condoms." He pointed out that there are at least two pharmacies closer to the dorms than the health center that sell condoms.

### AIDS EDUCATION

At Bates, there is at least one major event per semester concerning the AIDS issue. Last semester, a panel consisting of an AIDS victim, an AIDS "buddy",

someone who provides companionship and services for AIDS victims, and the Maine State Health Educator spoke at Bates and answered student questions.

The main event of this semester was yesterday at 7:00 pm at Chase Lounge. Suzanne Landolphi, who is an actress, stand-up comedienne, and a health educator gave a performance yesterday about AIDS.

As for peer education, the Student Health Advisors went to dorms this past fall and gave a presentation consisting of a movie and a question period.

The Health Center is also going to show another movie some time in the near future during their Monday night slot on BCTV.

During Short Term, Chris Tisdale, director of health services, plans on giving informal talks on AIDS and its effect on dating. She said she wants to tell female students how to ask a man to use a condom.

"People feel more comfortable having sex than talking about it at an early stage in the relationship," said Tisdale. Finally, Tisdale plans on conducting a survey on how Bates students feel threatened by the AIDS virus.

Dartmouth has a student-run program called Resident AIDS Information

at Dartmouth (RAID). RAID presents to the students, at the request of dorms or fraternity houses, a one hour presentation. The presentation consists of a slide show, role playing possible situations, and a discussion on condoms. RAID is a success, with frequent requests for their presentation. Peer teaching about safe sex seems to work well, Dartmouth sources say.

At Georgetown each freshman is required to attend a peer education session during their first semester. Georgetown emphasizes the need to educate students about the use of condoms rather than worrying about the availability. This session consists of one female and one male student coming to the various dorms and talking about the issue of safe sex, followed by a question and answer period. Upperclassmen attend these sessions as well. The University also requires Freshman to see a video called *AIDS Decision for Life*, which the University called "the best video on the subject available."

Bowdoin is having a three day seminar in April concerning safe sex. The seminar will include movies, information booths and various speakers. Bowdoin is trying to book Susan Landolphi, who spoke at Bates yesterday.



# Landolphi Talks About Spicing Up Sex

by Kim Gamel

If you thought that your sex life was good, hopefully you saw Suzanne Landolphi's performance last Thursday night because she has invented ways to make it great.

Suzanne Landolphi is not a sex counselor. Rather, she calls herself "a stand-up comedian with a mission." She comes from a performing arts background and her career has included acting, directing and producing films. After losing a close friend to AIDS, she volunteered with the AIDS Action Committee in Boston for five years where she was trained as an AIDS educator.

Currently involved as an AIDS educator at the Fenway Community Health Center, she has in addition been doing her "Hot, Sexy and Safer Tour" full-time for the past year.

With the growing recognition of sexually transmitted diseases, the United States has been saturated with facts about the HIV virus. Cindy Visparas, health educator at the Bates health center, invited Suzanne Landolphi to perform at Bates because of her "unique way of talking about AIDS and safe sex." Landolphi, however, said she does not practice "safe sex"—to her that means no sex. "Enjoying sex and not wanting to give it up," Landolphi's performance centers on what she dubs "safer sex."

"Safer Sex" involves a whole new way of thinking about relationships and a broader range of sexual activities. Landolphi believes that "sex and love really do go together."

In her performances she explores taking care of your partner not only physically, but also emotionally and spiritually. Spiritual care, she explained, dictates a value system which then dictates behavior.

Part of her show aims at relieving peoples' guilt about their choice to be sexually active. If one is uncomfortable at all with the decision, then that person probably should not have sex. After all, she has discovered 2,800 ways to stimulate yourself and your partner without actual intercourse. However, people cannot separate their sex life from their physical, emotional and spiritual sides.

On the other hand, she thinks that "people need to learn how to go back to first base." They need to get to know and understand each other in order to give each other pleasure. In one of her



Suzanne Landolphi embarrasses Jeff Braun '90. Colin Browning photo.

acts she portrays a man and a woman who sleep with each other after knowing each other only four hours. She shows what she thinks goes through their minds. Her belief is that "you should never have intercourse with someone if you don't know their shoe size."

She also jokes about our society's obsession with genitalia, which, to her sounds like an after dinner liqueur. "How would you like yours—on the rocks? No, I want mine straight up!" That kind of open humor is prevalent throughout her one-woman show. Landolphi wants people to come away from her show with a sense of fun.

She does not address the AIDS issue in the traditional sense of passing out condoms, although she does use condoms in her shows. By bringing up a volunteer she shows the audience that a condom will stretch enough to fit on his or her head. Landolphi's philosophy is that "If you're not ready to put on a condom, you're not ready for intercourse."

In addition to the traditional suggestion, she offers many creative alternatives of satisfying oneself without intercourse. Landolphi freely uses the word masturbation and mutual masturbation. In a lighter section of her show she teaches dirty dancing. She also openly jokes about various ways of fondling, playing and kissing.

Suzanne Landolphi feels that people are generally filled with myths and misconceptions about AIDS and sexuality. One of the myths is that big is better. She challenges that by inviting several large men from the audience to have a push up contest with her on stage. "I always win," she said.

On a more serious note, she confronts the popular method of blaming the gay population for the spreading of AIDS. Instead of blaming them, she feels that we can learn from the gay population. "We're not here to judge and the reason that we judge is because of our own insecurities," she said. Sexually transmitted diseases of all sorts are on the rise in

our age group and Landolphi feels that people have to gain a better understanding of them.

There is a sad side to Landolphi's show. In a skit, she plays the mother of a woman who died of AIDS. She explains that people will laugh at the skit and then they will cry.

Suzanne Landolphi thinks that having learned so many facts about the disease, the population is generally "afraid of AIDS." We will all be confronted by it eventually, and there is no way to avoid it. Instead of avoiding the facts and trying to go around them we need to move through AIDS and confront it.

Landolphi's way of doing that is through humor. "Fear won't change anything, but I want to challenge students to walk away from my show with new ways of expressing themselves. I want people to be honest, open and vulnerable," she said. She hopes that people leave her shows inspired, curious and with a greater sense of compassion for those they love.

## Maine Is Aware of the Risks and Fights Back

by Michael Lieber

AIDS and Maine. The terms are no longer contradicting.

The AIDS epidemic, although on a small scale in comparison to nearby states like Massachusetts and New York, has hit the state. At recent count 99 Maine citizens have been stricken by the deadly disease, and 51 have died.

The Maine State Legislature has been working in recent years to end the scourge of AIDS. Peaches Bass of The AIDS Line pointed out that since 1986 the Statehouse has allocated \$65,000 annually for education in schools and AIDS-related community groups throughout the state. Furthermore, there has been two-year allocation of about \$80,000 directly to communities. This one time allocation ends in July of this year.

Although Maine has not had any widely publicized cases of discrimination, the State Human Rights Commission has fought legal battles against AIDS-related job discrimination. Ac-

cording to Franny Davis of SHRC, the number of cases of illegal job hirings and firings due to AIDS is large because many people are afraid to give up their confidentiality by seeking the help of the state agency. Many of those victimized by their employers' practices use private attorneys to protect themselves.

The state has set up strict guidelines regarding students and teachers who carry the HIV virus. So school discrimination has not become a problem in Maine. Under state laws, the schools have an obligation to teach healthy AIDS students because their disease is considered a physical handicap.

For that same reason, Davis states, "superintendents and school boards cannot fire a teacher who is known to have AIDS but is in good health."

Insurance companies, on the other hand, are permitted to subtly discriminate against customers by enforcing mandatory AIDS testing and refusing to offer policies to those who test positive. Davis points out, "People have the right to take legal action against any AIDS

discrimination—too many people don't realize this."

Patricia Black, from the state office on AIDS, states that Mainers can be tested for the HIV virus by their family doc-

**"Superintendents and school boards cannot fire a teacher who is known to have AIDS but is in good health."**

**"People have the right to take legal action against any AIDS discrimination—too many people don't realize this."**  
**"Nobody in Maine should feel immune to AIDS."**

tors. The other option is to go to one of eight anonymous testing sites around the state, including locations in Portland and Lewiston. Black pointed out that Maine ranks 40th in reported AIDS

among the nation. However, she said, "nobody in Maine should feel immune to AIDS."

AIDS related community groups such as the AIDS Lodging House and The AIDS Project in Portland, as well as the Maine Health Foundation, have been continuously raising funds so they can help education and research efforts. This past December, AIDS organizations held a Cut-A-Thon in which one day's proceeds from hair salons state-wide were donated to help bring an end to this disease.

Davis said that the key to ending AIDS in Maine is education. "There is a great deal of education, and people just don't take advantage of it," he said. When he spoke on the Bates campus in 1987, only 20 students were present. Davis noted that, unless Maine citizens take advantage of the AIDS education that is offered, "it's going to be a long haul—things will get worse before they get better."



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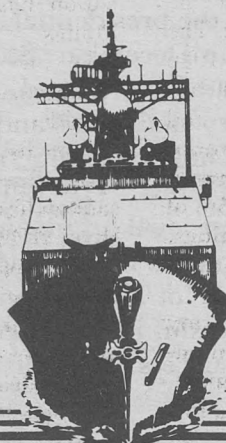
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### Completing The Clause

Before the sexual orientation clause issue fades entirely from this campus, a few things must be said.

First, we must ensure that the college follows through on its promise. We should all be aware of exactly what that promise is: President Reynolds has guaranteed that the college's official non-discrimination policy will be re-written to include the term "sexual orientation." Equally important is the president's assurance that this newly revised policy will replace the old one and appear in *every* publication in which the old policy appeared. This includes everything from the *College Catalogue* to the *Alumni Magazine* to a simple Bates brochure.

So why the concern? Frankly, the college's decade-long lack of concern for the clause is reason alone to keep a close watch on implementation. In other words, those who are responsible for implementing the clause are not as deeply committed to it as many of the rest of us. They may therefore not give it the attention it deserves in assuring that it is fully carried out. President Reynolds' defensive rhetoric is an indication that he approved the clause not because he believes it was necessary, but because of mounting pressure from those who do.

Reynolds continually couches his remarks regarding the clause with phrases about how it has always been Bates policy not to discriminate against homosexuals and how the clause is not really essential. Apparently, he still does not see the difference between a need for a legally-binding, written policy instead of a vague, unofficial "policy." The administration's lack of commitment to the need for the clause is the central reason why we must ensure that the clause is fully implemented. Second, there is a cloudy notion of what happened to bring about the Reynolds' decision. The official word is that the president decided to approve the clause last semester, and he announced this at the December 5th faculty meeting. However, to many of the faculty who were at the meeting, it was not clear from his remarks that Reynolds had approved the clause. Moreover, it is strange for Reynolds to have made a truly landmark decision and not inform the students at all. The clause has long been an issue of concern for Bates students. Reynolds was doubtlessly aware of this, yet he gave students no notice.

This year in particular there had been a devoted student movement in favor of the clause. The GLSA organized a petition which gained over 700 student signatures last semester. In addition, many student groups signed a letter to the president urging him to approve the clause. Student effort for the clause was shown foremost in the group called ACT (Approve the Clause Today). Most of Bates is unaware of the existence of this student group—and for good reason. ACT organized itself in early January and made preparations for a student/faculty rally to be held the weekend of the Trustees' meeting.

However, three days before the rally was scheduled to take place, Reynolds told students on the presidential advisory board that he had approved the clause back in December. Suddenly, there was no need for a rally. The clause had been passed. A few things are certain. ACT was a group of very dedicated and well-organized students. They were on the brink of holding a large rally and had informed the Maine and New England press. The rally clearly had potential to expose Bates' flimsy-at-best legal argument to the press.

In the press' eye, Bates could have come out looking very narrow-minded and homophobic. Not a pretty image. But all that did not occur. Reynolds was successful in co-opting the rally, but the clause in the end was a greater success. We must make sure the clause remains a success by seeing that it is fully implemented.

### Letters To The Editor

#### Fans' Profanity Unneeded

To the Editor:

The Bates-Colby basketball game has been the subject of much discussion in the past two weeks and, as head coach, I would like to respond to all that has been written.

There is *no* need for profanity inside Alumni Gymnasium. It does nothing but embarrass the coaches, players, and spectators who truly enjoy the sport. The best fans are those who are creative and enthusiastic, loud and loyal; yet, more importantly, clean and classy. They come to see the team play because we are representing Bates in competition versus other institutions. These students are proud to be at Bates and want others to know what they are missing. They also support the players; gifted student-athletes who dedicate long, grueling hours of hard work in order to achieve their best.

After studying Sport Violence at Boston University under Dr. John Cheffers, the world's renowned expert on the subject, I understand how the design and layout of a facility has a direct relationship to the actions which occur within it. Alumni Gymnasium is over 85 years old and in poor condition. It is the smallest, darkest, and most dangerous basketball facility within the NESCAC conference. Our athletic department has done all it can to assist visiting teams. We have

roped off numerous rows behind the opposing team's bench, taken students off of the balcony, and added numerous security personnel along with extra stands on the stage. Although the student body was often vulgar (Colby fans are no different at their gym), Alumni Gym itself was a contributing factor.

Another factor which greatly added to the crazed atmosphere was the conduct of Colby Coach (and Athletic Director) Dick Whitmore. Whitmore's childish antics were absolutely ridiculous and often incited the crowd. He accused me and my players of intentionally attempting to injure his star player throughout the entire game, threw his sportjacket and kicked the scorer's table on numerous occasions, physically shoved my assistant coach at halftime, shouted insults at my players as they ran up court, and tried to intimidate a Bates player after the contest by saying, "we'll get you when you come up to Waterville"! When asked about his conduct, he simply says that Alumni Gym creates an imposing atmosphere.

Hopefully in the future our facility will be renovated and Coach Whitmore will grow up, but for now let's make a serious attempt at ending all the cheers which are uncalled for and only make Bates look bad.

Rick Boyages  
Head Basketball Coach

#### Comer's Letter Overgeneralizes

To The Editor:

In regard to Lisa Comer's letter of last week, I feel an urge to respond:

Dear Lisa,

I was very grateful that you wrote that letter to the *Student*. I have been searching for a competent authority on racism, and just to think there was one right here under my nose. Considering that you have set yourself up as an authority, I'm sure that you wouldn't mind answering a few questions.

I feel that we share so much, I always get defensive when people make vast generalizations with specific examples. But I still have some fears that your letter has not assuaged. I want to make sure that I'm not a racist. I was involved with a black person, but only for a short time. Does this still count? I do read many black authors, but I have never read Maya Angelou or enlightened any of my black friends to their literary

merit. I am still not a racist, right? I read Toni Morrison's first novel, *Tar Baby*, but I really didn't like it. But I read it, so that counts, right? I do have black friends, but they're not my best friends, but they're still my friends so I must get some antiracist points for that. I have never supplemented my courses with pertinent minority studies, but I wrote a term paper on Langston Hughes. Does this count? I too don't see minorities as a deviant culture, I even smile at them on the quad, so I, too, am not a racist.

I am not accusing you of being a racist. You read black authors, you have black friends, and that is great. I encourage everyone to become more educated as you have on minority issues. But for you to say that you have noticed "little incidence of racism" shows that you have not applied your obvious knowledge of minority issues to reality, to help

■ SEE LETTERS, PAGE 16

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# Running Scared: The Congressional Pay Raise

Bicameral legislature doesn't sound like much fun, but it is. It sounds kind of like something you might need oral surgery to correct. But actually, it's more like a game. An easy game with lots of fun and prizes.

We inherited this game from the British, who divide their legislature into Houses of Lords and Commons. In America, we're not quite so proud of our caste system, so we call the two branches the House and the Senate. And, of course, lots of wacky shenanigans result from this arrangement.

Take, for example, the recent controversy over Congressional pay raises. Now, you may ask, what in the world are rich politicians in the midst of a huge federal deficit doing trying to raise their own pay? But the beauty of this game is that one never needs to wonder why. The only relevant questions are "Will it cost me votes?" and "How much can we get?"

The story this time is that fifty percent pay raises for members of Congress were written into Ronald Reagan's last budget. This may seem extreme, but such raises happen every so often, without anything so unpleasant or uncalled for as a good reason.

The way the process works is that such pay raises automatically take effect unless they're voted down by both houses of Congress. The assumption here is that this process insulates the

members of Congress from the potential political backlash which generally results from pay raises.

Never mind that such political backlash is probably a good thing. And never mind that this process can't possibly insulate anyone from anything. You're

## Chris Janak

not supposed to think about these sorts of things in this game. If you do, they'll take away your personal secretary.

At any rate, the Senate voted 95 to 5 against this most recent pay raise last week. According to House Democrats, the Senate voted this way simply to appear gracious and frugal to the voters. Their assumption all along was that the House wouldn't vote against it, and they could have their cake and eat it, too. — The Senate move was denounced by Majority Whip (a member of the Miracle Whip® family, along with his brother Cool) Tony Coelho, who said "... they're the ones who are supposed to take the heat and we're not. It's time for them to stand up and be counted along with everyone else."

When you think about it, the whole situation is pretty funny. All these Senators in their Pierre Cardin suits really want more cash, but they figure they can probably get it without looking slimy. Some of them even went so far as to

place the blame for the raise on Speaker of the House Jim Wright, who was actually just trying to avoid a House vote with a bipartisan deal.

**"The Senate voted against the most recent pay raise 95 to 5 last week. According to House Democrats, the Senate voted this way simply to appear gracious and frugal to the voters. Their assumption all along was that the House wouldn't vote against it, and they could have their cake and eat it, too."**

However, when the Senate voiced surprisingly heavy opposition to the raise and tried to pin the blame wholly on Wright, he retreated a bit. He probably just wanted to avoid seeming like a complete sleaze at a time when his ethical status is already in question due to an inquiry into his financial dealings. However, he came out of it looking like a fence-sitter of the worst kind—an unsuccessful one.

The real irony of the situation, however, is the way this complex of wheeling and dealing has only served to heighten awareness of the situation. A move which might otherwise have gone largely unnoticed is now front-page news. If the Congresspeople in the Senate wanted to

embarrass the Representatives in the House, it appears that they've done a good job of it.

However, it also appears that they've managed to embarrass the entire legislature at the same time. A group of Democrats leaving town for a conference were greeted by protesters whose signs said "You Don't Deserve It".

Other citizens have said that Congresspeople should just be able to receive honorariums from lobbyists again, so that the money won't come out of the taxpayer's pocket. Bravo. Who do they think pays the lobbyists? The corporations which they patronize, who simply pass the costs along to consumers.

But the truly fun thing about this game is that nobody loses. The pay raise will eventually arise, perhaps at a compromise-inducing thirty percent, but at some level nonetheless. No-one will lose votes over this incident, nor will any elected official have to endure the terrible hardship of staying at his or her current salary.

While we may wish that some of this salary money might be slipped our way by some altruistic Senator (yeah, right), we may never complain at the political process by which these things are accomplished. The process is a game. And it's a game with just one rule: don't get caught. It appears that the Senate's popularity bid has made both teams losers this time around. I think it's funny.

# Confucius, Curious George, and the Bates Canon

A few weeks ago, Bates' Equality in the Curriculum Committee held a Consultation on Women's Studies. I attended a number of the workshops, including a session entitled "Bringing Women and Minorities Into the Curriculum." The two consultants Susan Van Dyne and Marilyn Schuster described six stages in the transformation of a college's curriculum from the curriculum of predominant "Dead White Men" to one in which equity is reached and, in Schuster's terms, "students are given equal access to a professor's time and attention, having women's experience equally represented to men's experience,

and having the experience of so-called minority cultures also represented."

In the midst of all this discussion on the importance of the student experience, it made me angry when one pro-

## Anthony Miller

fessor maintained that one of the reasons that she could not change her curriculum was because of students who "couldn't get down the basics."

To this professor and others, I invoke Confucius: "Do not make the error of the artisan who boasts of twenty years

experience in his craft, but he has had only one year of experience—twenty times." If a professor uses the same syllabus for the last twenty years, can that be good for the course? For a professor to teach the same book the same way is a presupposition that s/he read the book correctly the first time around. The act of reading is important, but the act of rereading is education.

A quick rundown of Van Dyne and Schuster's six stages: Stage One is the "Back-to-Basics" stage, in which the student is a "vessel" for the storage of the brilliance of the great works of literature (and his/her professor's just as bril-

liant comments on the text). Stage Two moves slowly away from Stage One, including into the curriculum those women and minorities which have been

**"Not only has Stanford included Pablo Neruda and V.S. Naipaul, but, hey kids, they're teaching Reggae lyrics and Rastafarian poetry, how about that?"**

chosen "exceptional."

In Stages Three and Four, new studies are initiated to expand the curriculum out from the classical pigeonhole and, as these studies become part of the existing paradigms, the student experience becomes more predominant.

Stage Five begins to integrate the new curricula with the old curriculum and question the validity of current definitions of historical periods and by what criteria a work in the canon is chosen, further expanding the role of the student. Stage Six is the successful transformation of the paradigms, equity for the experience of each student and the creation of a new canon.

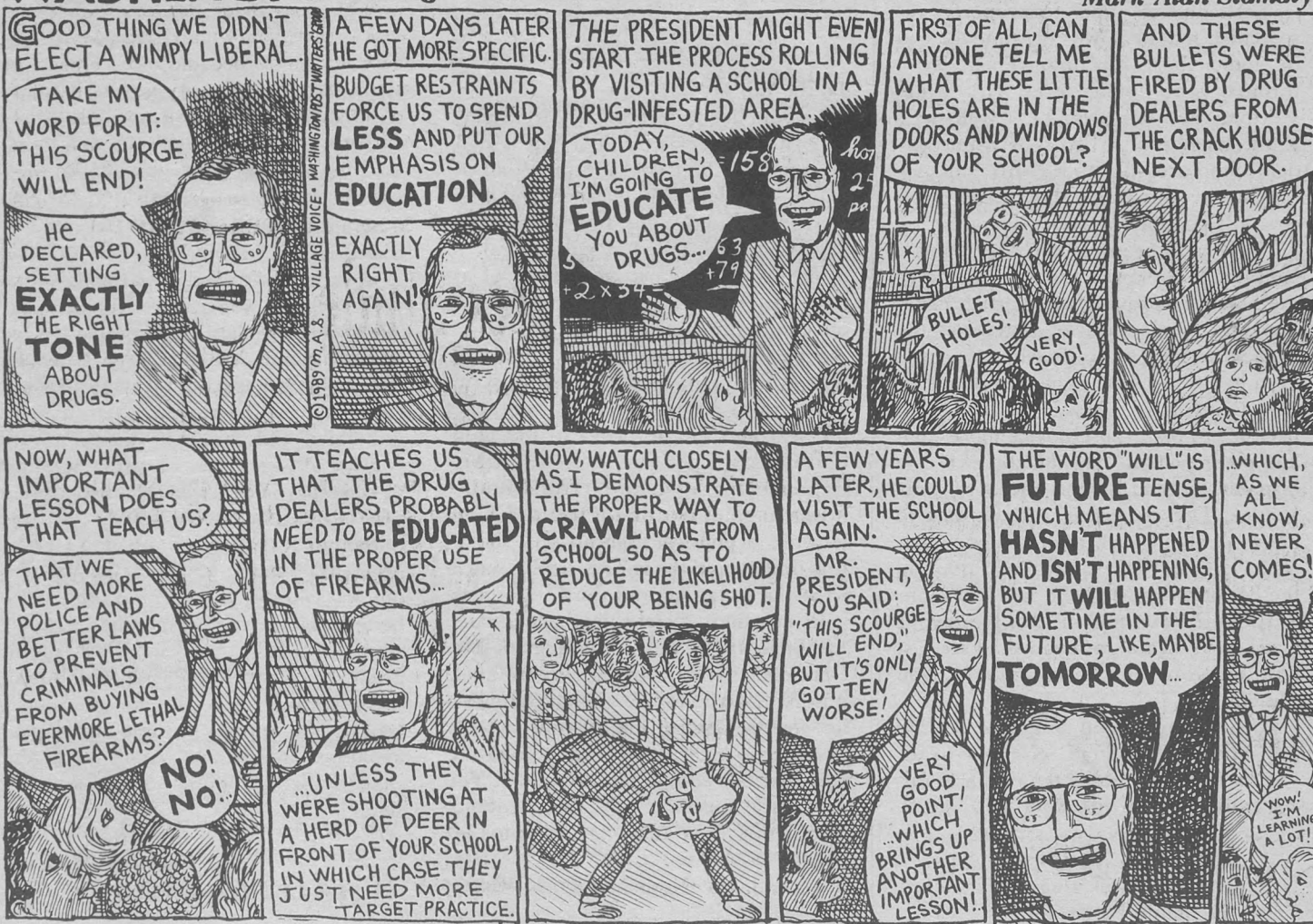
Schuster and Van Dyne seem to believe that "Bates is leaning toward Stages Three and Four," which in some ways we are. In other ways, however, we are very much a Stage One institution. Initiating new courses is good, but how much are we doing with the courses we have and the texts in those classes?

In the December 22 Wall Street Journal described the list of books in Stanford's freshman requirement which has been named "Culture, Ideas, Values" to replace their previous "Western Culture" requirement, and the list is in some places, ludicrous. Not only has Stanford included Pablo Neruda and V.S. Naipaul, but, hey kids, they're teaching Reggae lyrics and Rastafarian poetry, how about that?

To toss out what have been regarded as the great books (as Stanford has Vergil, Dante, Martin Luther) in favor of

■ SEE MILLER, PAGE 19

## WASHINGTON





# Buckman Still Pompous: GLSA Responds

John Buckman's article last week, which criticized the frequency and visibility of GLSA events, unfortunately hit quite wide of its mark. So much so, in fact, that one is inclined to wonder whether or not Mr. Buckman truly understood the subject about which he was "ranting." Indeed, many of us who are involved with this organization and realize the actual extent of its activities are more than a bit confused.

He states, for instance, that "aside from ACT and one party, I haven't seen any GLSA activity this year." Where have you been, Mr. Buckman? During any given week last semester we offered the following: a Sunday night meeting, the "Monday Night Film Festival," and confidential office hours on Tuesday, Wednesday and Thursday evenings. Not to sound cocky (as does our self-appointed judge), but the previous list fills up five nights out of every seven. This does not include outside events such as the first semester party or our efforts to add the category of "sexual orientation" to Bates' non-discrimination clause.

Ah yes, the clause. Mr. Buckman says that he does not want to "downplay the importance of ACT." Yet clearly he has either forgotten or been somehow unaware of just what this amendment entailed. GLSA, with the help of many other student groups, was able to force

## Mark Griswold

the issue of sexual orientation into the busy melange of this year's administrative politics, finally achieving our goal after three months of planning and publicity. Is this apathy?

It seems that his most palpable gripe stems from what he views as a failure by our group to adequately aid him with BCI's Clause 28 speaker, Sue Hyde. After Mr. Buckman came to a meeting asking for help with a Clause 28 lecture, one of our members met with a GLSA faculty advisor. The two of them decided the exact date of the presentation, assuring that it would coincide with our clause amending activities. They then made many calls to try and locate a

speaker for the BCI event. Our GLSA advisor was eventually able to contact Sue Hyde and secure her services for the proper date. We were also a major

**"GLSA, with the help of many other student groups, was able to force the issue of sexual orientation into the busy melange of this year's administrative politics, finally achieving our goal after three months of planning and publicity. Is this apathy?"**

source of funding for the event and helped to distribute publicity.

Many feel that the success of the Sue Hyde lecture was at least partially due to clause amending efforts, which were able to produce a heightened awareness of sexual orientation on campus. The

validity of this belief becomes more apparent if one compares the Clause 28 lecture to the one concerning Poland, which BCI sponsored last semester. Mr. Buckman did a similarly fine job with publicity for each event, but even so, the talk on Poland received very little attention. Our critic is perhaps unaware of the planned effect of our simultaneous endeavors.

Mr. Buckman asserts that the GLSA is apathetic, unconcerned and silent. He alleges that we misunderstand the nature and extent of homophobia on this campus. Many of our members feel that these criticisms are indicative of his peculiar perspective. He has, we think, placed himself atop a lofty, self-constructed pedestal from which he is afforded a panoramic view of campus activities. This vantage point, however, obscures his vision to such an extent that he is, frankly, extremely inaccurate in his blurred assumptions. We urge him to get his facts straight.

By the way, John, those little pink symbols on the pins you mentioned are triangles, not squares.

## Comer's Letter Overgeneralizes

### ■ LETTERS, FROM PAGE 14

you open your eyes. If you had you would have realized not only that your letter was bordering on being racist, but that there is a serious problem of racism, even on our campus. It seems illogical for you to equate knowledge about minority issues with an absence of racism. I imagine that Hitler knew a lot about the Jews, yet he still discriminated against them. Not until your knowledge goes hand in hand with an awareness of the problems that minorities face will racism begin to be eradicated.

The last point of your letter that I would like to address is your accusation that Michelle Nawar's and Norman Williams' column contained vast generalizations. It seems to me that your letter does exactly what you faulted their column for doing. You have universalized your own feelings and experiences to the whole Bates community and concluded that since you do not see racial problems that there are none. Your inadequacies as an observer do not warrant an indignant letter to the *Student*.

Sincerely,  
Cadence Turner '89

## Racism At Bates Revisited

To the Editor:

Someone needs to explain to Ms. Comer that despite her vast knowledge of "black" literature, she still has a great amount to learn about racism.

Maybe Ms. Comer, in all her incredible wisdom, can explain to me (a mere non-minority plebeian who has not read Maya Angelou and only one Hurston novel), the difference between the statements in her article. What exactly is the difference in, "I do not . . . look at minorities as members of a 'deviant culture' but on the contrary have several close friends who do not share the same ethnic background I do," and "I'm not a bigot. Some of my best friends are black." I'm glad to see you've taken time out of your busy literary schedule to find some poor minority students and befriend them. Silly me. Now I understand. Tomorrow, in honor of your wisdom, I'll even make a list of all my friends of a different ethnic background. Is there a certain number where you're no longer considered a racist? Please help me!

I also find it amazing that you have so much information on the Afro-American society; and yet, I don't think I've ever seen you at a meeting. If you had gone to a meeting, you would know that "roll" is never called, and the only way your friend, "who happens to be black", could have been expected is if she signed up at the Activities Fair. Come to think of it, you weren't at the ceremony for Martin Luther King, or at any of the discussions, performances, or films shown so far for Black History Month. Are you so "well versed in minority is-

sues" that you feel you don't need to go? If this is true, I think you need to go back to last week's *Student*, and read Michelle and Norman's article again.

Now that we see that your claim against the Afro-Am's "reverse racism" is both untrue and improperly researched, maybe now is the time for you to come to a meeting. Then, even through your clouded eyes, you would see that there are even . . . well, let's count together . . . 1, 2, 3 white students who are officers in Afro-Am. According to your rules, this organization couldn't possibly be racist, could it?

We're very proud of you Ms. Comer. You did Ms. Nawar and Mr. Williams the honor of proving their article true. I'm sure they're just as grateful as the "black friend" of yours who "had not even heard of (Zola Neale Hurston and Maya Angelou)." Why would you expect her to read those novels more than any other person? Would you expect a hispanic to read all the works of Luiz Valdez? Do you expect a black man to know all about basketball? Guess what, Ms. Comer? We're practically quoting the editorial by Michelle and Norman. Surprised? You shouldn't be. Read your article over again, and you shall see just how ignorant and self-promoting you sound.

Afro-Am meets on Sundays at 3:30 pm, Hirasawa Lounge. We hope to see you there. Please enlighten us about minority issues. See you Sunday!

Yours Truly,  
Kathleen B. McCarthy  
and (her black roommate/friend)  
Stephanie N. Brunson

## In Response To The Response To The Response

To The Editor:

I am writing in response to Bill Aden's letter in response to Greg Nespole's column in response to Steve Gensemer's column. Peer-pressure has forced me to write; apathy overcame me last week, or I would have written then.

I agree with certain of Mr. Nespole's arguments, and some of his points are valid. However, I did not care for his dedicating an entire column to criticizing another student's opinion, grammar, and facts. I think that some of the wording of Mr. Nespole's column was rather harsh and unwarranted, and as much out of place in the *Student* as that in Mr. Gensemer's. Mr. Gensemer has the right to express his opinion, and if it requires the use of profanity, so be it. I appreciate Mr. Nespole's concern for the facts; I wish he had presented them in a more palatable form. I have also learned never to criticize someone else's

grammar in the print media, because there are always others who are more familiar with it than you are who will criticize yours.

As for Mr. Aden's letter, I found it amusing, even though others might not have. I do, however, feel that Mr. Aden's point was made after the discussion of the first two rules that Mr. Nespole violated. The rest of the letter was unnecessary, and served only to weaken Mr. Aden's own arguments against Mr. Nespole. I also feel that the personal attacks against Mr. Nespole were out of place.

I am pleased that the editors of the *Student* chose to print the columns of Mr. Gensemer, Mr. Nespole, and the letter of Mr. Aden. While I disagree with the writers' motives and methods, everyone has the right to hold and express their opinion. However, sometimes it should merely be held.

Lane Bourn '90

To the Editor:

I would like to respond to Mr. Aden's letter in last week's *Student*. Mr. Aden, I am surprised at you! Despite your attempts to ridicule Mr. Nespole and place yourself far above the rest of us, I believe you have failed. I will try not to bring myself down to your level of attack, but I will instead concentrate on the content of your letter.

First, it is obvious that you completely missed the point of Mr. Nespole's column. It was not to spread his "gospel of political and moral Truth to the ignorant masses," nor was it to correct Mr. Gensemer's grammatical errors. Rather it was to point out that if you are going to write a political column you should first understand the issues; second, know what the facts are; and third, do not let your emotions dictate your arguments. Although there was a mention of Mr. Gensemer's more obvious grammatical mistakes, Mr. Nespole did not claim that he was an English major himself, only that there are certain points about grammar that one should not disregard. You obviously mistook this two sentence comment for the main theme of his article.

Second, Mr. Nespole's article was not

a personal attack on Mr. Gensemer himself, but rather on the column he had written. He did not stoop to name calling or references to Mr. Gensemer's socio-economic background. These had absolutely no bearing on the issue at hand, and they should never be included in an argument on any topic regarding politics, grammar, or even philosophy. They are irrelevant and completely beside the point, which is why it puzzles and bothers me so that you brought them into your argument.

Finally, judging from the tone and content of your response letter, it seems as though you must have either a great deal of personal dislike for Mr. Nespole (although I know that you don't know him well enough to have formed this opinion validly) or you could think of no better response to his essay than to make snide remarks about his relatively minor grammatical errors. Please Mr. Aden, the next time you formulate a response, stick to the relative subject matter and avoid personal attacks. As an intelligent Bates student, I found your style offensive.

Sincerely,  
Amy Morrisette

■ SEE LETTERS, PAGE 17



# Can't Forget The Past: Black History Month

Alright, so here we go . . . Corey Harris endeavors once again to define a liberal arts education. A while back, I asserted that without a fair and comprehensive inclusion of women and minorities, Bates cannot call itself a liberal arts institution. I also inferred that every nook and cranny of our ivy covered walls has some element of racism or sexism festering within. This, I still believe.

However, I'm often hard pressed to find a reason for which to fight aside from general anger and frustration at the stupidity of the world in general. I needed something to lend a bit of organization, something to show me that a bunch of other folks out there think and have thought the same way. So while I sat pensive, it came and found me, and slapped me right upside my hairy head.

This month is Black History month, folks. You may think this has absolutely nothing to do with you, as the majority of us on this campus are conspicuously *not* black. However give me some of your time, and I'll do my best to prove that it does.

How about a few references to historical fact? For example, the first man to attempt open heart surgery and succeed was a Black American. Of course, if he hadn't, someone else would have eventually. Although the medical world couldn't have accomplished what it has without this contribution.

In a totally different realm—railroad

engineering—the device which kept steam locomotives constantly oiled was invented by a Black engineer. The United States could never have evolved from foreign dependency to economic stability and material self-sufficiency without a well-functioning system of transportation and distribution. Obviously, as the need for such a device ex-

## Corey Harris

isted, some one else would have thought of it eventually—but they didn't.

In the realm of literature, Pushkin, the famous Russian poet, was the grandson of an African slave brought to Russia and elevated to the gentry by Peter the Great. Had the slave Hannibal never left Africa, there would never have been a Pushkin, whose poetry and writing style played an immense role in modernizing the Russian language.

Finally, some biblical scholars contend that Solomon, author of *Proverbs* was of African descent (can you hear the ghost of the moral majority shudder?). Obviously, each case attests to the importance of Blacks in history. This influences everyone, this benefits everyone—not just Blacks.

Although I hate to quote losers, Michael Dukakis said that he believed "a good sense of history" to be the most important quality of the American Presidency. The man had a point. None of

us may call ourselves educated in any tradition (especially liberal arts) if we fail to grasp fundamentals of history regarding *world* (not "western" history, an anathema which should be eliminated from all curricula; the term implies that

**"No one can argue that the U.S. could have progressed this far in global politics without the vast economic base provided by over two centuries of cheap labor. You, I, and everyone else can thank years of exploitation for our comfortable and plentiful lives today."**

the history of Europe—i.e. the western world—is all that matters) history. To quote a lesser hero (is one possible?) in the eyes of the nation, Malcom X credited capitalism's existence to slavery.

No one can argue that the U.S. could have progressed this far in global politics without the vast economic base provided by over two centuries of cheap labor. You, I, and everyone else can thank years of exploitation for our comfortable and plentiful lives today. We can't condone slavery, but we would not be where

we are today without it.

My final argument has to do with something to which every college student can relate: rock music. You can feel free to call me on this one, but without Black America there would be no rock and roll. Not less than thirty years ago, much of the non-Black American population regarded rock music as a deviant outgrowth of retarded "negro culture".

However, today there would be no heavy metal without the precedent set by Jimi Hendrix, CSN&Y would never have made it off the ground without the example set by Odette, and Eric Clapton would be doing soundtracks for toothpaste commercials if it wasn't for Muddy Waters or Howlin' Wolf.

So here's what I'm getting at: in the same sense that Martin Luther King, Jr. Day is not just a "Black Holiday", Black History month concerns everyone—not just Blacks. Think about it. Just as European civilization has irrevocably left its mark upon the entire world, so have the actions of millions of Black women and men benefitted the entire world (yes, I did say *entire*), willfully or not.

I'm not propounding any radical viewpoint here, just the truth. I know that the truth sometimes hurts, but that's what education is all about—looking for the truth. So give Black History month a chance—it means more to you than you may ever know.

## More Letters to the Editor

### Gensemer, Nespole, Aden, Et Al

#### ■ LETTERS, FROM PAGE 16

To the Editor:

In response to Mr. Aden's ineffectual rebuttal letter to Mr. Nespole's outstanding column:

Dear Mr. Aden:

I recently read your letter to the Editor of the *Student* and was baffled and perplexed as to why it was printed by the staff of the paper. I would have imagined that they would have shown better judgment by using the space in which the letter was printed for a more newsworthy item—not your pitiful attempt at some sort of twisted rebuttal.

Your letter can be summed up in eight words: "It is an offense against taste and decency." It may be grammatically correct, but it is devoid of any real substance.

It is quite redundant and boring to read, but I assume that because it is grammatically correct, you seem to think that is all a letter requires. The way you constantly repeat "Gregory," and "Paragraph x, sentence y" is appalling! The repetition of those words in your letter resemble a perverse version of the hypnotic insistence of a bass note in a Bach fugue.

You say in so many paragraphs of

rolling prose that Mr. Nespole misplaced a few commas, split an infinitive, did not form parallel constructions, and committed other mortal sins against the English language. Even if all your criticisms are correct—which I doubt—they would be judged insignificant by any English professor of repute. If you were the American Judicial system, you would probably prosecute the litterbugs, while letting the murderers go free.

Mr. Nespole's letter had a message to it. You obviously did not pick up the message, otherwise you would not have wasted your time, and everyone else's, on the letter. You certainly have lost all contact with reality to be so *obsessed* with a few misplaced marks of punctuation. Your total lack of knowledge of the history and theory of international politics would probably merit the death penalty. You may notice the petty details, but you fail to see the whole glorious painting of life. If you wish to become a professional literary critic, I hope for your sake that the American welfare system still exists when you put your pen to the paper.

Sincerely,  
Brendan J. Gillis

### Aden's Letter Offends

To The Editor:

In reply to Bill Aden's "Letter to the Editor" contained in the previous issue. Mr. Aden,

As a budding (and impish) philosopher myself, I would be intrigued to learn how new insight (indeed, new "truth") can be obtained through strict adherence to previously delineated guidelines for "proper" grammatical usage. Would a "real" philosopher

really *care* what an infinitive is? If this is the way to enlightenment, then (perhaps) I have not been following the rules closely enough. I hope that the rest of your philosophic wanderings will not be spent as was your previous sortie from your library carrel—ignoring "gems" like "Useless death is difficult to justify" to harp on those "three important commas".

Sincerely yours,  
Andrew Gooding

### Citizens For Nespole's Defense

To the Editor:

I feel compelled to overcome my personal apathy to reply to Mr. Aden's (long and long-winded) letter. I found it offensive that he sat down and wrote a vicious and boring attack on Mr. Nespole's writing ability.

Maybe I didn't completely agree with Mr. Nespole's column; maybe I didn't even read it (I did), but that doesn't mean I'm going to run to my Apple and

write a book of short jokes.

Mr. Aden, get a better gag writer. Mr. Nespole, make an appointment at the writing workshop. Meanwhile, I'll put some Retin-A on this horrible zit of mine.

Yours in ink,  
Alexander Winter

P.S.: Bill, could you proofread my thesis sometime (like when I get around to actually writing it)?

### Aruri's Speech Offensive

To the Editor:

On Thursday, February 2, Naseer Aruri came to Bates to talk about the Israeli-Palestinian situation. I was very disappointed with his convictions and would argue that he does not deserve to be on the Board of Directors of Amnesty International USA.

To begin, I feel it necessary that you understand my feelings concerning Israel and the Palestinians. The Palestinians should have and deserve their own homeland. They are very frustrated with the Israeli occupation and the Jordanian occupation that preceded the Israeli state. The two states proposal can be an ideal solution, but as a Zionist, that is to say an advocate of Israel's existence, I feel that there is a deeper question that needs to be asked. What is more important to the Palestinians—the formation of a Palestinian homeland or the destruction of Israel? With this most

important question on the tip of my tongue I listened to Naseer Aruri.

Perhaps I misunderstood, or maybe I was misinformed, but I was under the impression that Mr. Aruri was a human rights activist, representing a moderate Palestinian viewpoint distinct from the terrorist organization of the PLO. Mr. Aruri did not speak of cooperation and diplomacy between Jews and Arabs, but rather spoke highly of Arafat and of the Palestinian resistance.

I think it is clear to most people that atrocities have been committed on both sides. Mr. Aruri did not, even partially, acknowledge any Palestinian wrong doings. He came across to me, not as a moderate human rights activist, but as an extremist. I believe that Mr. Aruri would not be satisfied under the two states proposal as his ultimate goal is a one state finale without the Jewish homeland.

Michael Papernik

## Express Yourself!

The Bates *Student* is always looking for journalistic writing with a creative, humorous, or opinionated bent. We welcome unsolicited submissions from all students and faculty of columns and opinion pieces for publication. If interested, please contact Chris Janak, Editorials Editor, at the *Student* office, 224 Chase (783-7108) or at 782-9396.







# Notables and Mayors: A Response To Aruri

On Thursday, February 2nd, Naseer Aruri spoke about the Israeli-Palestinian conflict in the Bates College Chapel. He was supposed to be giving the moderate Palestinian view. Instead, he gave a blatantly deceitful, misinformative, inaccurate speech whose aims were to portray the Israelis as sadistic terrorists and the Palestinians as innocent victims, and to blame the Israelis for all that is wrong in the Middle-East.

I feel that in order to better understand just how offensive this speech was to any Jew, Israeli, or any morally decent human being, a summary of Israeli-Palestinian history (according to the World Book Encyclopedia) is needed.

In 1917, Britain passed the Balfour Declaration, which stated that they would set up a Jewish homeland where Israel and Jordan stand today. Eventually, Britain decided just to give them just Israel. But when Jews came to settle, they were met by rioting Palestinians.

When Britain sent in security forces in 1936, they too were attacked by Palestinians. In 1939, and after the war, Britain reneged and tried to get the Jews to leave. When they refused to go, Britain turned the problem over to the United Nations.

The U.N. resolved a two state plan: Israel would receive the Coastal Plains, Negev Desert, and northern Rift Valley areas. In return, the Palestinians would

receive the Judeo-Galilean Highlands, Galilee, the southern Rift Valley, the West Bank and the Gaza Strip. Israel accepted, the Palestinians did not.

On May 14, 1948, an independent Israel was proclaimed. The next day, the Palestinians, with the aid of Egypt, Iraq,

## Jonathan Zieff

Lebanon, Syria and Jordan, invaded. Outnumbered and armed, the Israelis still managed not only to fend off the invaders, but to push them back, taking the Judeo-Galilean Highlands and southern Rift Valley in the process. Israel took the rest of its present territory during the Six Day War in 1967.

Instead of discussing this conflict's history from a Palestinian perspective, Mr. Aruri chose to attack and defame the Israelis and promote the Palestinians at any and every opportunity. He referred to Israeli soldiers as a "mob force," and Palestinian terrorism as "civil disobedience." He stated that present Israeli leaders who had once served as assassins against Arab terrorists were "iron fists," while members of the National Guidance Committee, which organized guerilla attacks for the P.L.O., were "notables and mayors."

He claimed that all Palestinians are peace-loving, while only "the left" in Israel is. He claimed that the al-Fatah, a militant faction of the P.L.O., consisted

of "popular committees" that organized humanitarian endeavors. He asserted that Israel "is a liability" to the U.S. and that its people only care about land. He claimed that Israel would not deal with the P.L.O. because "it represented Palestinian Nationalism," not because it sponsored terrorist activity.

Mr. Aruri also referred to the Six Day War as the "Jew War." Not only is this reference insulting, but it is historically inaccurate. Anyone even semi-familiar with the event knows that the war started because of Egypt's second attempt (the first came in 1956) to blockade Israeli ships in the Suez Canal, Israel's only safe waterway. It was in response to this blockade, and the threat of hostile invasion, that Israel invaded three of its neighboring nations.

The most repulsive and insulting aspect of Mr. Aruri's speech, however, was his attempt to portray Israel as a nation of terrorists, and Palestinians as a peace-loving people. Throughout its history, Israel has been subjected to terrorist attacks and unspeakable brutalities at the hands of the Palestinians; school busses were blown up, government members assassinated, pregnant women executed. It has only committed violence in retaliation for attacks or threats from Arab nations. Yet through the manipulation of very recent history, Mr. Aruri tried to distort this; Israelis committed massacres, while Palestinians built "victory gardens."

It is a shame that Mr. Aruri was allowed to represent the moderate Palestinian. There is a definite conflict, and both sides are responsible. It would have been interesting to hear the history of this conflict from a Palestinian perspective. Instead, Mr. Aruri presented a discourse on how Israel, the most active nation against terrorism and the only true democracy in the Middle East, was a hostile, barbaric nation responsible in full for the conflict with the Palestinians.

**"It is a shame that Mr. Aruri was allowed to represent the moderate Palestinian. Mr. Aruri presented a discourse on how Israel, the most active nation against terrorism and the only true democracy in the Middle East, was a hostile, barbaric nation responsible in full for the conflict with the Palestinians."**

was a hostile, barbaric nation responsible in full for the conflict with the Palestinians.

Mr. Aruri should no longer be considered for intellectual speaking engagements, for he is unable to separate emotion from reality. Until he realizes the brutal modern history of his people and the shared responsibility for the conflict, his opinion will never be moderate, or more importantly, accurate.

# Confucius, Curious George, and Our Canon

## ■ MILLER, FROM PAGE 15

an entirely new curriculum is to ignore the larger task of reevaluating what it is we have been teaching again and again about those "great books." The question of what books one should read to be an educated human being has changed some, but I would argue that it is not the text, but the angle taken on the text that is of critical importance.

It requires questioning what are those "basics" that we choose to emphasize about the books we read, what themes

and ideas we wish the students to take away, and engaging the class in this discussion. What are the aspects of a book that must be discussed in order that a student can walk away with the claim that s/he has a knowledge of the text? Are professors simply teaching a series of what one professor called "Thou Shalts?"

I am reminded of a course I took last year in which some rough things were said about some of my childhood pals: Donald Duck, Babar, Curious George.

Here were my first literary figures, the heroes I carried around before I could even spell Beowulf, Meursault, Raskolnikov, and some pretty heavy charges were being laid on them.

I remember sitting there thinking that I wouldn't want to be this professor putting down these characters. I didn't agree with all of the things that were said, but it was really something to think about these characters in an absolutely different way. Students stopped reading the material, stopped going to class,

some shouted out questions. I have never seen a class since with such ferocity.

Some concern has come back to me both in regard to Women's Studies and Afro-American Studies that, if implemented, they will become some exotic offering outside the material necessary

**"I am reminded of a course I took last year in which some rough things were said about some of my childhood pals: Donald Duck, Babar, Curious George. Here were my first literary figures, the heroes I carried around before I could even spell Beowulf, Meursault, Raskolnikov, and some pretty heavy charges were being laid on them."**

## WASHINGTON



to get down in order to graduate. Van Dyne and Schuster seem to believe that studies formed around race and ethnicity can be synthesized into the curriculum at Stage Five. Unless we look at the way are teaching and reading the books we have now, any additions we make will be perceived as grafted on. Stage Five is too late to try and reconcile the old and the new. It has to happen now.

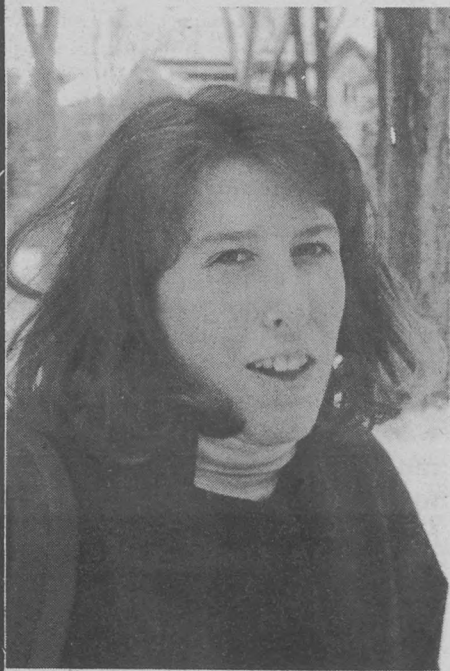
As I fire the last shots from the canon, I am thinking of a conversation between a few philosophers in Parsons House. They were trying to figure out what authors alive today would be placed in the canon in future years and what name scholars would give to the period in which we live and write. Long live the era of the "Not So Postmodern After All!"



# Does Bates Feel Immune to AIDS?

Amy Ma  
Photographer

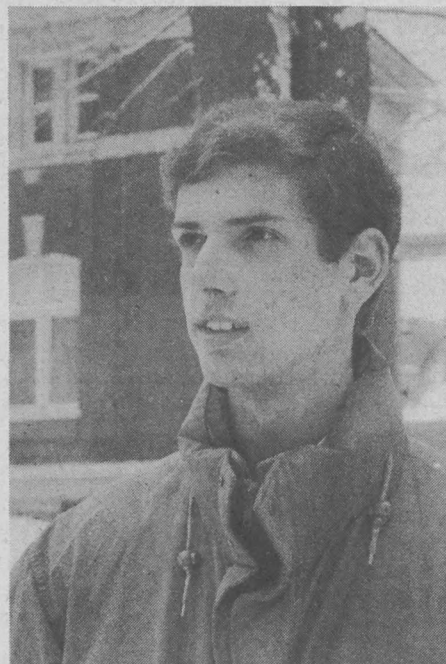
Dan Record  
Reporter



Wendy Harris '89 "I think that the education is there . . . but people don't take advantage of it, and then we feel immune to it."



Morag Martin '91 "Yes Bates does feel immune to AIDS. Unfortunately it is a fallacy that we are."



Jay Leeming '91 "I think it does. I don't think people have changed their lives at all thinking about it."



Andrew Gelling '92 "In general I would say yes. Personally I would say no. I don't think too many people are worried about it."

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